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UNIVERSITY OF ALBERTA

ASSESSING THE IMPORTANCE OF HUMAN RESOURCES MANAGEMENT COMPETENCIES FROM PRACTITIONERS' PERSPECTIVES

BY

GARY D. IRELAND ©

A Thesis submitted to the Faculty of Graduate Studies and Research in partial fulfilment of the requirements for the degree of MASTER OF EDUCATION

IN

ADULT AND HIGHER EDUCATION

DEPARTMENT OF ADULT, CAREER AND TECHNOLOGY EDUCATION

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "Assessing the Importance of Human Resources Management Competencies from Practitioners' Perspectives" submitted by Gary D. Ireland in partial fulfilment of the requirements for the degree of Master of Education in Adult and Higher Education.

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ABSTRACT

This study originated from a needs assessment conducted by Grant MacEwan Community College (GMCC) in 1989. GMCC was interested at that time in developing a Human Resources Management (HRM) program that would meet the needs of HRM practitioners at various professional levels. Through four DACUM (Developing a Curriculum) workshops sponsored by GMCC, 26 senior HRM managers and specialists from a variety of public and private organizations in the Edmonton area developed a comprehensive HRM profile comprised of 220 competencies within 11 major areas or categories.

To validate these competencies, a questionnaire was developed and circulated to the full membership of the then Personnel Association of Edmonton, now known as the Human Resources Management Association of Edmonton. Using the results of the questionnaire, means were calculated to determine each competency's rating as important in successfully carrying out respondents' responsibilities as HRM practitioners. Relationships between competency importance and years of experience in HRM were also examined, utilizing an analysis of variance and cross-tabulations.

A review of the literature and analyses of the survey data suggested a practical approach of further reducing the 11 competency categories into 3 broad functional groups. Those 3 functional groups were fashioned into a working model of HRM practice in the workplace.

By calculating competency means, the findings of the study showed that they identified a pattern of importance. Competencies associated with strategic HRM functions such as organizational effectiveness and change processes were assessed as most important, followed by competencies used in direct service delivery to line managers and staff. Competencies associated with corporate HRM functions were assessed as least important. In addition, the use of ANOVA and cross-tabulations as statistical tools showed that experience did not appear to be a significant factor in assessing importance.

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CHAPTER I

INTRODUCTION

Background to the Study

In 1989, Grant MacEwan Community College (GMCC) conducted a needs assessment throughout the Edmonton Human Resources Management community. The results identified a potential market for educational development opportunities at all levels of the profession. Working with the Personnel Association of Edmonton (PAE), now known as the Human Resources Management Association of Edmonton (HRMAE), and the Human Resources Institute of Alberta (HRIA), GMCC conducted further research in 1990 to confirm these earlier findings. These actions resulted in the decision of GMCC to conduct cooperative research with the HRMAE to identify and validate Human Resources Management (HRM) competencies for the purposes of curriculum development.

Utilizing a DACUM (Developing a Curriculum) workshop approach involving 26 nominated HRM subject-matter experts from the HRMAE and HRIA, several facilitator-led sessions were conducted. Under the leadership of a joint research team from the University of Alberta and GMCC, four workshops spanning a six-day period were conducted in the months of April, May and June, 1992. Their objectives were as follows: to identify a conceptual framework for the HRM competency profiles; to identify HRM's major areas of responsibility; and to identify competencies associated with each of these areas. The result of these workshops was a detailed Human Resources Management (HRM) profile comprised of 11 major areas of responsibility (competency categories) and their 220 associated competencies. This profile provided the basis to construct a validation questionnaire (see Appendix A).

Rationale for Selection of the DACUM Workshop Approach

The DACUM workshop approach was selected by the project team to identify HRM competencies for several reasons:

1. DACUM is "a method that combines the benefits of rigorous analysis with the broadened perspective of an advisory committee" (Shears, 1985, p. 23).
2. When compared with traditional occupational analyses, the DACUM approach is inexpensive and is "a quick process, one that can be completed in only two to three days" (Norton, 1985, p. 3).
3. DACUM is noted for establishing a "relevant, up-to-date, and localized curriculum base for instructional programs" (Norton, 1985, p. 2).
4. DACUM provides a proven approach to identify and validate state-of-the-art competencies by subject-

matter experts currently working in the field (Norton, 1985). This factor would lend to the study's credibility and acceptance within industry and with the public.

5. DACUM is an approach that GMCC had successfully used in the past for curriculum development.

The advantages of DACUM well suited the GMCC's objective of defining the core competencies of the HRM profession to design competency-based HRM credit courses. Working in workshops with experts from various HRM specialty areas, a competency-based profile of the profession was developed and later validated with practitioners through a survey to ensure that the competencies were current and legitimate.

Researcher's Perspective of the HRM Field

As an HRM practitioner for the past twenty years, the opportunity to contribute, at the ground level, in the development of a comprehensive human resource program of study was of great interest to me. Although the HRM competencies had been identified by HRM managers and specialists through the DACUM process, I was interested in how the importance of each HRM competency would be rated through a survey of practitioners possessing varying years of experience.

In the workplace, HRM functions are often structured into various specialties. For example, a recruitment specialist is responsible for position advertising, competition screening, interviewing, selection, and salary setting. In some instances, these specialty functions have been further broken down into their constituent parts, that is, a recruitment specialist may be responsible only for screening position applications.

As with many occupations, HRM practitioners typically begin working in the profession by handling the less complex tasks. As they gain more experience, they are given more complex assignments that require a more comprehensive knowledge and range of skills. In support of this approach, many organizations have a career path for HRM practitioners which is typically linked with years of experience, as well as with the successful completion of various HRM specialty assignments. Career promotional criteria can include, for example, qualifications such as two years′ experience at the working level, and concentrated training related to position assignments. During this two-year period, the practitioner would be incrementally exposed to work situations where mastery of various job-related competencies would be necessary to complete position duties. I believed that this career/experience approach to development of HRM staff would have an effect on how the survey participants rated the importance of each competency.

Setting of the Study

Grant MacEwan Community College is a public, post-secondary, non-university educational institution that offers academic transfer and career-oriented training to adults. The College was established in the Fall of 1971 and offered 17 programs to 400 students. Today, the College has an annual enrolment of 20,000. The setting of this research rests specifically in the Business Division of GMCC, with leadership provided by Business Outreach Services, and the Management Studies Program of the Division. This program offers training in the fields of general management, organizational behaviour, marketing, accounting, finance, human resources management, and microcomputer applications.

Statement of the Problem

The problem addressed by this study centred on determining the importance of the Human Resources Management (HRM) competencies required to successfully carry out responsibilities of an HRM practitioner, with a focus on the relationships between the importance of a competency and the survey participants' years of experience in the HRM field.

The specific research questions were as follows:

1. What is the importance of the competencies identified by HRM practitioners working in Edmonton, Alberta, and the surrounding area?
2. What are the relationships between the importance of a competency and the survey participants' years of experience in the HRM field?

Significance of the Study

The significance of the study was reviewed from both a professional and a practical perspective.

Professional Significance

Since its inception, the fortunes and organizational profile of HRM have risen and fallen. Historically, HRM was viewed by organizations as a necessary administrative function (Vicere, 1987); however, it was not considered to contribute to its strategic planning and profitability since many HRM departments provided only the traditional organizational support functions, such as recruitment processing and payroll services. To staff these administrative functions, many HRM personnel were recruited from the clerical group, as well as from the ranks of the inefficient and incompetent from other departments of organizations (Allen, 1973). However, this practice has changed, and many organizations now demand a versatile and proactive HRM practitioner who is better educated and well versed in current HRM technology and theory (Russ, 1985).

To enhance the field's professionalism, credibility and profile, practitioners have established professional associations, through which they have set professional standards of entrance, conduct, performance and qualifications. As organizations have continued to deal with the problems of the 1980s and 1990s, such as downsizing, budget restraint, skill shortages, stiff government regulations, the changing nature of work, and global competition, these professional initiatives have gained support and recognition.

The results of this study could assist organizations and practitioners in identifying the essential competencies to meet the above-noted challenges. It could also provide professional associations with current information to enhance their standards and education initiatives.

Practical Significance

Now considered as being "central to improving an organization's capability and thus its particular competitive advantage" (Brockbank, Ulrich & Yeung, 1989, p. 91), HRM must provide direct leadership and planning support to organizations in their struggle for survival in the marketplace. "Most companies cannot afford to wait much longer. Human resources people must declare themselves and prove they are major contributors seizing opportunities in productivity management" (Layton & Johnson, 1987, p. 78).

This study could assist organizations and practitioners in "clarifying the range of roles that can be played and the competencies and outputs associated with successful practice" (Rothwell & Sredl, 1991, p. 90). The result would be a direct contribution to organizations' success and validation of HRM being vital to the achievement of strategic goals.

Delimitation of the Study

1. As the responses of participants in the survey are the primary source data for analysis, it is essential that the participants possess the necessary HRM knowledge and experience to provide valid ratings of importance.

Limitations of the Study

The limitations of the study were as follows:

1. The associated difficulty of collecting reliable data through a survey instrument; and,
2. Although the DACUM workshop method is a useful tool in identifying valid and reliable competencies, some essential competencies may have been overlooked due

to this subjective approach and the rapidly changing HRM work environment.

Definitions of Terms

The following terms were defined the way they were used in the study:

Category(ies), for this study, refers to a major area of responsibility in the HRM profession.

Competency(ies) refers to "an area of knowledge or skill that is critical for producing key outputs" (Rothwell & Sredl, 1992, p. 91).

Human Resources Management refers to an occupational specialty with an identifiable continuum of competencies associated with successful practice.

HRM Competency Segments, for this study, refers to five broad groupings of categories according to the kinds of competencies they encompass: Strategic - competencies that contribute to longer-term organizational outcomes; Core HRM Generalist - traditional HRM competencies that focus on day-to-day maintenance tasks such as recruitment and classification; Specialist - competencies that require specialized and advanced knowledge and skills related to a focal area; Direct Service - competencies required to provide direct services to the line; and, Corporate - competencies required to maintain corporate processes and systems and to fulfil the corporate mandate.

HRM Practitioners refers to managers and working level professionals in the HRM field.

Importance refers to the degrees of significance and value of a competency, group of competencies or category: High Importance - the top one-quarter of the range between the highest and lowest category mean, a mean of 2.91 or higher; Moderate Importance - the middle two-quarters of the range between the highest and lowest category mean, a mean of 2.60 to 2.90; and, Moderately Low Importance- the bottom one-quarter of the range between the highest and lowest category mean, a mean of 2.59 or less.

Line, in this study, refers to organizational staff who deliver services to the external consumer.

Staff refers to organizational employees who provide support services to line workers.

Assumptions of the Study

The four assumptions of this study are listed as follows:

1. The HRM subject-matter-experts correctly and accurately identified the major HRM specialty areas and their essential competencies;
2. The survey instrument was designed and administered correctly to collect valid and reliable HRM competency data;

3. The survey participants provided accurate and complete answers to the survey instrument; and,
4. The survey participants possessed sufficient HRM knowledge and experience to rate the importance of the competencies.

Organization of the Thesis

Chapter I presented the background to the study, the perspective of the researcher, the setting of the study, the statement of the main research problem and the sub-problems and significance of the study. In addition, delimitations, limitations, definitions of terms, and the assumptions were stated.

In Chapter II, related literature in the field is reviewed to present a discussion related to the study's problem and sub-problems and their development.

Chapter III outlines the study's research methodology. The population, requirements and selection, the survey's design, development and review, the data collection procedure and treatment of the data are outlined here.

Chapter IV describes the research conducted and the findings of the study.

Chapter V relates the conclusions and recommendations of the study.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Introduction

The focus of this chapter is to analyze and synthesize the literature that examines HRM as an occupational specialty with an identifiable continuum of competencies associated with successful practice. The chapter will also explore the significance of the study's problem and sub-problems.

The Literature - Overview and Limitations

The researcher will find that HRM is covered under many different headings in the literature: human resources, human relations, personnel, personnel administration, personnel management, and industrial relations. Such multiple occupational titles have caused much of the confusion about HRM, in particular, whether or not it is an occupational specialty with a definable set of competencies associated with its successful practice or a collection of several loosely interrelated management support functions sharing some common sets of competencies. This confusion surrounding the field of

HRM is a long-standing one as evidenced by the literature of the 1950s.

> The things the personnel administrator is typically responsible for -- safety and pension plans, the suggestion system, the employment office and union grievances -- are necessary chores. They are mostly unpleasant chores. I doubt, though, that they should be put together in one department; for they are a hodgepodge, as one look at the organization chart of the typical personnel department, or at the table of contents of the typical textbook on personnel management, will show. They are neither one function by kinship of skills required to carry out the activities, nor are they one function being linked together in the work process, by forming a distinct stage in the work of the manager or in the process of business. (Drucker, 1954, p. 276)

In order to gain a full appreciation of the field, its scope and significance in today's organizational world, it is useful to look at the broader origins of HRM in Canada.

HRM Origins in Canada

Many influences shaping HRM as a recognized occupational specialty in Canada originated in the United States of America. It is useful, however, to recognize those unique national characteristics and events that formed the foundations of the HRM movement in Canada.

As a British Commonwealth country in the late 19th century, Canada began to move from an agrarian to an industrialized economy. Many early immigrants were well aware of the employment abuses in Europe, thus government reformers were wary of duplicating or perpetuating them in

Canada. To avoid such abuses, a Royal Commission on the Relations of Labour and Capital was instituted. The Commission issued its report in 1886, citing the following Canadian employment abuses: children as young as ten working in the factories; and, employers maintaining rigid disciplinary regimes and marginal concern with safety issues (Personnel Association of Toronto, 1986).

As the industrialized centres of their day, both Ontario and Quebec, in 1889, passed the first factory acts attempting to regulate employment practices. The foci of these early acts were on safety, hours of work and working conditions, placing the primary responsibility for maintaining fair and equitable practices on the employer (Personnel Association of Toronto, 1986).

Because of increased responsibilities and greater union activity, employers in the early 1890s began involving workers in support duties, such as recruitment and on-the-job training which were normally directly under their management purview. Later, as organizations became larger and more complex, positions were created to establish and maintain employee documentation and production records. Thus was born the early HRM practitioner (Personnel Association of Toronto, 1986).

Following World War I, a few employers set up small personnel units to deal with the increasing demands from unions, as well as to regulate and control employment practices. The idea of Personnel as an occupational specialty subsequently evolved in Canada, but with no professional leadership or support, practitioners increasingly relied on HRM service delivery models in the United States to increase their effectiveness, education and professionalism (Personnel Association of Toronto, 1986).

The Montreal Personnel Association was formed in 1934 with an initial membership of nine -- the first of its kind in Canada. The Toronto Personnel Association was established the following year. Both associations were concerned with practitioners' lack of educational preparation and with professional standards (Personnel Association of Toronto, 1986).

Although employment management courses had been offered in the United States since 1915, no such educational programs existed in Canada. With prompting from both the Montreal and Toronto Personnel Associations, an Industrial Relations program was established at Queen's University in 1936. This program was later followed by special extension programs offered at the universities of Dalhousie, Manitoba, and British Columbia (Personnel Association of Toronto, 1986).

With the onset of World War II, industrialization in Canada increased substantially. Organizations grew in size and became more complex, and government intervention in the workplace became more pervasive. As a result, HRM departments became recognized as an important adjunct to the organizational infrastructure. Employees were transferred from various in-house occupational groups to staff the new function, adding to the confusion about HRM as an occupational specialty. Such changes also signalled the need to define the competencies required by HRM practitioners -- if HRM was to develop beyond an administrative function (Personnel Association of Toronto, 1986).

Defining HRM in the Current Context

> There are those that advocate abolishing the entire personnel function. They argue that it is little more than an overblown clerical service undeserving the attention and money devoted to it. Those in the profession, unsurprisingly, see things a little differently. (Russ, 1985, p. 78)

HRM's early history in Canada promoted the perception that its primary responsibilities were passed on from general management because they were deemed unimportant and a nuisance (Andrews, 1986). The delegation of such peripheral management tasks also relegated HRM to a staff, rather than a line function (Kelly, 1987). This role made them responsible only for providing administrative supports to those organizational units that produced the real products and profits.

The above facts beg the question: Could a staff function, historically comprised primarily of castoff management responsibilities, and tasked with providing administrative support to production units, constitute an occupational specialty with its own identifiable sets of competencies? The answer to this question, 40 years ago, would have been an unqualified "no." There is little doubt that many early HRM functions were based on ". . . obnoxious clerical duties" (Russ, 1985, p. 79). Even though they were important functions that aided in the smooth operation of the organization, they carried "little prestige or sense of critical importance within the organization" (Andrews, 1986, p. 88).

HRM's status, scope and identity has evolved significantly over the past 40 years (Kelly, 1987). It has grown steadily in organizational and professional importance, largely due to proactive developmental initiatives through the workplace and professional associations (King & Bishop, 1994).

Workplace Initiatives

During the 1950s and '60s, HRM was typically referred to as personnel or personnel administration, which suggested a "people-oriented" service, rather than a vital management component. That this perception still persists is evidenced when HRM job applicants claim they wish to enter the field because they like working with people.

The term "personnel management" became popular in the early 1970s, and this more aptly reflected its role as part of the organizational management process (Magnus, 1987). Personnel management expanded beyond the three traditional personnel administration functions of recruitment, training and compensation (Drucker, 1954) to include task specialization, performance appraisal, collective bargaining, organization development, leadership, and justice determination (French, 1974). Although these functional areas spanned and affected the total organization, HRM continued to adopt a reactive posture to organizational issues (Andrews, 1987).

Economic decline in the 1980s placed a severe strain on industry. In an attempt to reduce costs, it began to examine all operational functions, particularly those that generated no revenue (Halcrow, 1987). Scrutiny of HRM operations revealed that it lagged behind other operational units in proactive management (Andrews, 1987), and that it lacked "the influence and visibility of the more traditional management functions (such as marketing, finance, operations and accounting)" (Smith & Robertson, 1986, p. 227).

Despite its lack of influence and visibility, both organizations and HRM practitioners increasingly recognized the importance of the HRM function (Kelly, 1987) in effectively managing the organization's human resources (Milkovich, Glueck, Barth & McShane, 1988). HRM was called upon, as a "strategic partner with management" in the organization's efforts to reduce inefficiencies and increase profits, to devise new and innovative delivery models (Magnus, 1987, p. 102). HRM was also challenged to provide the leadership and proactive programs to manage employees to "peak performance and the pursuit of excellence" (Halcrow, 1987, p. 94).

HRM practitioners needed to be self-reflective if they were to meet these challenges. They would need to examine their current organizational role and remodel it to suit the new organizational climate. Since practitioner competency needs are dictated by organizational roles (Andrews, 1986), practitioners would also need to retrain in the essential competencies associated with successful practice. Andrews (1986) identified six HRM delivery models and their associated roles, as follows:

The Clerical Model. This model is characterized by paperwork activities associated with benefits and payroll administration. "The employees chosen to head the clerical model human resources department are often people with a clerical background who are well-liked employees" (Andrews, 1986, p. 88). Competencies associated with this model would include accuracy and communication skills.

The Counselling Model. Under the umbrella of this model, the HRM department is viewed as "an effective advocate for employees and a valuable resource to managers dealing with 'people problems'" (Andrews, 1986, p. 88). Services typically offered to promote employee harmony would be essential for practitioners working under this model. Competencies associated with this model include advising, counselling, career counselling and pre-retirement planning.

The Industrial Relations Model. This service delivery model is evident in "organizations in which unions are strong and in which contract negotiations, processing of grievances and fighting arbitration cases are of primary importance" (Andrews, 1986, p. 89). Competencies in information management, negotiations and data analysis are essential for practitioners working under this model.

The Control Model. In this model, the HRM department is viewed as an assertive and powerful force in the organization in matters dealing with the utilization of human resources. HRM practitioners tell employees and managers the operational rules rather than searching for creative problem-solving solutions. Under this model, competencies in data collection, data management, process monitoring and power brokering are essential for practitioners.

The In-house Consulting Model. "Within such a model, human resources staff members see themselves as expert resources for the organization -- talent that may be called upon by employees, managers, departments or organizational entities according to their needs" (Andrews, 1986, p. 91). Under this model, competencies in consultation, rudimentary information and trend analysis are essential for practitioners.

The Strategic Planning Model. "This model assumes the human resources department has a responsibility to be a proactive, integral component of management and the strategic planning process" (Andrews, 1986, p. 92). Competencies in planning, consulting, analysis, leadership, relationship versatility, decision making and negotiation are essential for practitioners working under this model.

Each of the above models possess many of the core competencies identified with the HRM field. The main difference between them may be the type of competencies emphasized or the requirement for specialization.

Andrews (1986) recommended the Strategic Planning Model as the preferred paradigm for HRM to be "a proactive, integral component of management" (Andrews, 1986, p. 92). Through this model, HRM would bear the responsibility to decide its own strategic directions and proactively provide the expertise and support to already identified organizational needs. To deliver HRM services consistent with this model, or any other proactive delivery model, practitioners would need to be responsible and accountable for their own professional development (Russ, 1985) through educational institutions and/or professional associations.

Professional Association Initiatives

In the tradition of the Montreal and Toronto Personnel Associations, practitioners have endeavoured to keep pace with and extend their knowledge and skills, as well as to promote their professional identity by establishing professional standards and encouraging professional development curricula (Russ & June, 1985). The HRIA, for example, in a newsletter report from the President, referred to its educational workshops as follows:

> This is a significant step in defining how Professional Development will be attained. Professional Development is the key area that we believe will distinguish our profession from others. It will distinguish us in that members who maintain their designation are up-to-date in one of the most rapidly changing areas of knowledge. (The Human Resources Institute of Alberta, 1992, p. 3)

The role of professional associations in prompting universities to design and offer credit HRM programs has also enhanced HRM's professionalism. The participation of the Human Resources Institute of Alberta (HRIA) and the Human Resources Management Association of Edmonton (HRMAE) in the GMCC DACUM study is a current and relevant example of practitioners contributing to the development of essential HRM curriculum.

Professional associations have also been active in conducting research to define HRM, its specialties, and its competencies. For example, the American Society for Training and Development conducted such a research project in 1983. Known as the McLagan study or the "Model for Excellence," this project sought to more clearly define and integrate the field of HRM and its competencies. At the completion of the study, 10 separate HRM specialty areas and their associated competencies were identified and linked together in a human resource model. In total, the specialty areas comprised the following: organizational development, organizational/job design, human resource planning, selection and staffing, personnel research and information systems, compensation and benefits, employee assistance, union/lab[illegible] relations, individual development, and career development.

Synthesis of Review

The historical origins of HRM in Canada have spanned 100 years. Originally established as an administrative support function to management, HRM has evolved towards forming a distinct and vital organizational entity. Much of its transformation can be attributed to advances in the behavioural sciences and the scientific management movement (Hoggett, 1984), which have provided the foundations for modern-day practice.

By persistently adopting and integrating this new knowledge in the workplace and through professional association initiatives, HRM practitioners have forged a link between organizational outcomes and the effective deployment and utilization of staff (Milkovich *et al.*, 1988). This link has provided HRM with an opportunity to show that effective identification and application of essential HRM competencies can directly enhance organizational effectiveness and efficiency. This study should contribute to the strengthening of this link by identifying essential HRM competencies.

The McLagan study defined a competency as "an area of knowledge or skill that is critical for producing key outputs" (Rothwell & Sredl, 1992, p. 91). The suggestion here is that specific and identifiable knowledge and skills are prerequisites for the attainment of specific outputs. Although many competencies required by HRM practitioners are also those associated with general management practice (Andrews, 1986), the mastery of HRM competencies will be critical to making it a strategic partner with management. Also significant will be HRM's adoption of a proactive organizational role, such as that described by Andrews' (1986) Strategic Planning Model.

The struggle to establish and maintain HRM as an occupational specialty has continued to the present day. As the economic climate continues to change, new, responsive and proactive role definitions must be created and adopted. Their associated supporting competencies will also have to be identified, mastered and integrated by practitioners in a timely fashion.

Practitioners who hold on to reactive role definitions (Andrews, 1987) and do not develop their knowledge and skills will sentence HRM to an administrative and reactive organizational function. Nevertheless, clear evidence exists demonstrating that HRM has grown beyond its adolescent years, characterized by predominantly "unpleasant chores" (Drucker, 1954, p. 82), to a maturing integral component of today's essential organizational decision-making structure (Gilley & Eggland, 1990).

CHAPTER III

RESEARCH METHODOLOGY

Introduction

Chapter III describes the study's background, the data sources, the population requirements and selection, the survey's design, development, review, administration and scoring methodology, and the data analyses employed.

This study is one of three related studies conducted by Master of Education students in Adult Career and Technology Education at the University of Alberta, based on GMCC's HRM DACUM study in 1992. The primary purpose of the GMCC study was to provide reliable and valid data which the College could use to develop, design and implement comprehensive competency-based HRM credit courses at the certificate, diploma and post-diploma levels.

The Study's Background

The research project had reached the survey design finalization stages when the researcher was contacted by his thesis advisor on July 20, 1992, with regard to possible involvement in the study. At that time we discussed the potential benefits and feasibility of my participation in the study. On July 21, 1992, I met with Professor Art Deane, Dr. Hugh Cowley, GMCC Project Coordinator, and research team participants Pauline Collette and Ingrid Stammer to request approval to use the data generated from the project for my thesis. My request was subsequently approved. Following this meeting, a draft thesis proposal outlining the problem and sub-problems of the research was submitted to my advisor.

Sources of Data

This study used the data from the HRM competency survey (see Appendix A) constructed by the research team through the DACUM workshop approach. The HRM survey was comprised of a competency profile component and a demographic component.

The Population Requirements

Two main factors were influential in determining the population of this study: first, the maximum number of participants deemed suitable to represent the HRM field and its diversity; and, second, the time constraints proposed for completion of the study.

The maximum number of participants deemed suitable to represent HRM was important to the study owing to the wide diversity of occupational specialties and businesses within the field. To accurately identify those competencies which are essential to the successful completion of HRM responsibilities, all major specialties and business would have to be represented in the population. In addition, the population would have to possess the necessary education and experience to effectively and accurately respond to the survey, as well as being readily accessible to the survey team.

With regard to the second factor, the time constraint proposed for completion of the study, the project had been profiled along a completion schedule that would allow GMCC to design and implement its HRM programs for the 1993-94 curriculum year. Therefore, it was essential that the survey results be available for early use as its outputs would be vital to the project tasks.

The Population

The selected survey population comprised the total membership roll of the HRMAE, 260 members in total. This population was deemed suitable since it comprised all the HRM occupational specialties. Moreover, it represented a wide cross-section of businesses, including government, financial, legal, technical medical/health care, and communication organizations. The above factors were critical in ensuring the accurate importance rating of the essential HRM competencies necessary to develop a comprehensive and credible HRM curriculum.

Development of the Survey Instrument

Determining Factors

In preparing to design the original survey instrument, the research team established that the following specific outcome criteria had to be achieved to meet GMCC's requirements to design a practical HRM curriculum:

1. The survey instrument had to accurately identify practitioners' educational needs if it was to be the basis for a viable course design.
2. The survey instrument had to identify the essential practitioner competencies required in the workplace to make the course offerings relevant and credible.
3. The survey instrument had to be easy to use as well as prudent in relation to time required to complete it, as this factor would affect the participant survey return rate.

Design of the Study

To collect the essential data for GMCC to design and develop its programs, the survey instrument was divided into two main sections. Section I, a competency profile, was structured into two parts and was comprised of fixed-response items to increase its reliability and validity as a measurement instrument. It also possessed a five-point Likert-type rating scale for HRM practitioners to rate their perceptions on the following two parts of each of the 220 competencies: (a) the importance of each competency to successfully carrying out responsibilities as an HRM practitioner; and (b) their level of professional development need related to each competency. Survey participants were requested to select one of the below-noted ratings for each competency and each part, signifying their choice with "X" (see Survey Instruction Sheet, Appendix A):

Part One - Importance

1 - Not Important;

2 - Somewhat Important;

3 - Considerably Important;

4 - Extremely Important; and,

U - Unable to Judge.

Part Two - Professional Development Need

1 - No Need;

2 - Low Need;

3 - Moderate Need;

4 - High Need; and,

U - Unable to Judge.

Section II was used to collect demographic information on each survey participant. As with Section I, it was also comprised of fixed-response items. The survey was designed to be easy to administer, complete and analyze, and was deemed to present minimal threat potential to the participants.

For the purposes of this study, only the data collected from Part One of Section I were used.

Section II - Demographic Information

This section was used to identify the following relevant participant information: present position title, number of years in present position, number of years' experience in HRM, educational background, type of employer organization, major business of the organization, number of employees in organization, age, and gender. Using the above nine variables, Section II was designed to categorize the survey participants to help with explanations of similarities and differences found in the study.

Survey Instrument Review

The survey instrument was designed and reviewed through the committee process by the University of Alberta and GMCC research team. The purposes of the review were to determine the clarity of the items, to evaluate the instrument's design characteristics for ease of use by participants, and to assess its comprehensiveness.

Survey Instrument Administration

The surveys were sent out with an accompanying cover letter (see Appendix A) by the University of Alberta project team on June 18, 1992, to 260 members of the HRMAE. A high return rate was anticipated based on the homogeneity of the group and because survey participants were living in Edmonton and surrounding area.

The survey was designed with an easy-to-use, tear-off completion form which survey participants were requested to mail back in addressed, prepaid postage envelopes, once they had completed and returned the survey by mail. Although no return date for the survey was identified in the mail-out package, the research team tracked the return of the tear-off slips. Follow-up letters were sent during the last week of July, 1992, and in August of 1992, and team members also conducted telephone calls to the survey participants to inquire about the status of the unreceived surveys.

The format for the telephone follow-up calls was standardized to collect the following information from survey participants: the date of the phone contact, the name of the contact person, and their comments in relation to the unreceived surveys, such as, "It will be returned in a week."

In order to ensure a maximum return rate, and to accommodate those survey participants who may have been away on summer vacation, the cut-off date for data collection was extended to mid-September.

Scoring Methodology

In establishing a method for the scoring of each competency, the actual number for each rating choice on the questionnaire was considered as its numerical value. For example, rating option 1 - "Not Important" was given a scoring value of 1, and rating option 2 - "Somewhat Important" was given a scoring value of 2. The data from the rating choice "Unable to Judge" was not utilized in this study, although it formed part of the larger study.

Method of Data Analysis

Data Analysis Instrument

The analysis of the data was conducted through the Clinical Diagnostic and Research Centre at Alberta Hospital, Edmonton, and the Centre for Research in Applied Measurement and Evaluation (CRAME) at the University of Alberta. The data analysis software employed was the Statistical Package for the Social Sciences, SPSSX version (SPSSX).

Sub-problem 1

Comparisons of Variable Ratings

Using SPSSX, means and frequency analyses was carried out on the survey responses from Section I, Part A. These were done to compare and evaluate the survey participants' perceptions of how important the competencies were to successfully fulfilling their responsibilities as HRM practitioners.

Means related to rated importance were conducted on all the survey's 220 competencies (see Appendix B for presentation by category and relative sequential importance; see Appendix C for presentation by relative sequential importance). Means were also carried out on the categories (see Appendix D).

One hundred and sixty (160) competencies were tabled in Chapter IV, to provide ease of discussion in answering the question posed by sub-problem 1 (What is the importance of the competencies identified by HRM practitioners working in Edmonton, Alberta, and the surrounding area?). These tables will be presented in two sections. The first section will present the 25 highest- and lowest-rated competencies (50 in total) of the 220 competencies. The second section will present the five highest- and lowest-rated competencies from each category (108 in total), arranged by HRM Working Model competency segment.

As a result of this data presentation approach, 30 out of the 160 competencies overlapped in the two sections. The remaining 130 competencies were assessed as a sufficient data base to represent the 220 competencies in order to provide answers to sub-problem 1.

To assist in explaining differences of importance between the competencies and their categories, three degrees of importance were formulated: high importance, moderate importance, and moderately low importance (see "Definitions of Terms"). These degrees of importance were established by subtracting the lowest category mean, 2.43 (Category H) from the highest category mean, 3.06 (Category A) which resulted in a difference of 0.63. This difference was then divided by 4 to correspond with the four levels of rating importance used in the survey, which resulted in approximately 0.16. This sum was then added in four adjusted incremental steps from the lowest category mean resulting in the following four broad bands: 2.43 - 2.59, 2.60 - 2.76, 2.77 - 2.90, 2.91 - 3.06. The 11 category means were then sorted within these four bands, which resulted in Categories J, K and H falling within the bottom-quarter (2.43 - 2.59), Categories B and I falling within the second bottom-quarter (2.60 - 2.76), Categories F, C, D and E falling within the second top-quarter (2.77 - 2.90), and Categories A and G falling within the top-quarter (2.91 - 3.06). To add broader meaning of importance to the categories and to correspond with the HRM Working Model, the two middle bands, on either side of the mid-point (2.74) were collapsed into one band. This action resulted in the three importance bands: High Importance (2.91 - 3.06), Moderate Importance (2.60 - 2.90), and Moderately Low Importance (2.43-2.59).

It is essential in this study to clarify that all competencies identified through the DACUM workshops were considered to be important by the workshop participants. However, they did not identify degrees of importance between the 11 categories or their competencies. Their role at this stage of the project was merely to identify the HRM competencies.

Sub-problem 2

Analysis of Variance

ANOVA was used to analyze the relationships between the rated importance of all 220 competencies and the survey participants' years of experience in HRM. To facilitate the analysis process and data interpretation, three HRM practitioners' experience groups were created: (a) 0 to 5 years experience; (b) 6 to 15 years experience; and (c) 16 to 37 years experience.

These three age groupings were established as a result of natural breaks in the age distribution as reflected by the data. In addition, they appeared to fit a normal HRM promotional level structure. For example, from my experience, five years of experience is acceptable to reach the full working level, six to fifteen years of experience is acceptable for entry into the first and second levels of management, and 16 to 37 years of experience is common for entry into executive-level positions.

Statistical significance for the purposes of this study was assigned as $p \leq 0.05$.

Cross-tabulation Analyses

Cross-tabulation analyses were carried out on those competencies that displayed $p \leq 0.05$ to determine the relationships between the experience groups. The totalling of sums and formulation of percentages in cross-tabulation tables 3.2 to 3.15 was also conducted to make inferential statements about the relationships and their possible causes.

These analyses also explored the relationships between the importance of these 14 competencies and the HRM practitioners' experience groups.

Cross-tabulation was selected as an analysis tool because it was assessed as an effective and efficient method to show frequencies and survey distribution patterns (Kovacs, 1985).

Design of a Working Model

In order the facilitate discussion and focus on the interpretation of the data analysis in Chapters IV and V, a working model was created. Its conceptual structure was developed through several progressional steps.

Having worked as an HRM practitioner for the past 20 years (see Curriculum Vitae, Appendix E), the researcher recognized that in the workplace there were two primary and distinct competency segments or groups into which HRM functions could be categorized. For example, functions such as recruitment, job classification, pay administration and grievance handling involved working directly with the line and represented a large portion of an HRM generalist practitioner's day. As these functions were typically maintenance in nature, I labelled this competency segment as "Core HRM Generalist." Functions such as compensation, industrial relations and human resource planning were typically conducted by HRM practitioners with unique and expert knowledge and daily contact with the line was not the rule. As these functions required specialized and advanced knowledge and skills, I labelled this competency segment "Specialist."

Using this model, I sorted the 11 competency category headings under either the Core HRM Generalist competency segment or Specialist competency segment. By following this process, I found that the 11 competency categories could not be well accommodated under these two broad occupational headings and that another HRM competency segment would be required.

In searching for another HRM competency segment, I looked to the literature. Andrews' (1986) Strategic delivery model appeared to possess the necessary elements to accommodate those proactive and integral competencies of management to complete my HRM working model. Functions such as strategic planning, leadership, decision making and negotiating were essential to forming a strategic partnership with management. I labelled this competency segment "Strategic."

A resorting of the 11 competency categories identified that they could be clustered under the three major HRM competency segments, which represented an integrated whole of the HRM occupational specialty. As a result, the illustrated HRM working model (see Figure 1) will be used in later chapters as an initial tool to focus the discussion and outline the study's findings, conclusions, and recommendations:

HRM WORKING MODEL

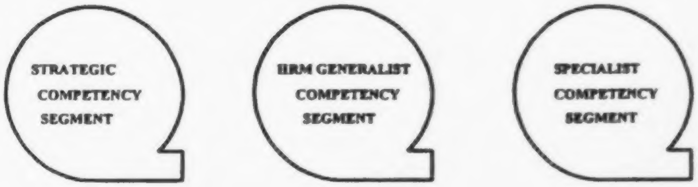
STRATEGIC COMPETENCY SEGMENT
HRM GENERALIST COMPETENCY SEGMENT
SPECIALIST COMPETENCY SEGMENT

Figure 1. HRM Working Model

Definitions of the above terms can be found in the section titled "Definitions of Terms" (refer to Chapter I).

Summary

This chapter described the study's background, the data sources, the population and its selection, and the design and development of the survey instrument. The final section of the chapter outlined the procedures followed to administer and review the survey instrument, the scoring methodology, and the various data analyses methods which were used.

In the succeeding chapters, the data are presented and answers to the basic problem and sub-problems of the study are developed.

CHAPTER IV

FINDINGS

Restatement of the Problem

The problem addressed by this study centred on determining the importance of the HRM competencies required to successfully carry out responsibilities of an HRM practitioner, with a focus on the relationships between the importance of a competency and the survey participants' years of experience in the HRM field.

The specific research questions were as follows:

1. What is the importance of the competencies identified by HRM practitioners working in Edmonton, Alberta, and the surrounding area?
2. What are the relationships between the importance of a competency and the survey participants' years of experience in the HRM field?

Presentation of the Findings

The findings are presented in three sections.

Section One - 25 Top- and Bottom-rated Competencies

Using the 50 survey competencies as a data base and displaying competencies in groups of 25, Table 1.1

displays the 25 top-rated competencies and Tables 1.2 displays the 25 bottom-rated competencies.

These tables include competency means and significant frequency probability values (p values) attributed to relationships between the importance of a competency and the survey participants' years of experience in the HRM field. An asterisk (*) highlights those competencies that displayed significant $p \leq 0.05$, and this signifies that these findings were due to chance only 5 out of 100 times or less.

Section Two - Five Top- and Bottom-rated Competencies by HRM Working Model Competency Segment

Using 108 survey competencies as a data base, the tables in this section display the five top- and bottom-rated competencies of each category (except Category I which includes only eight competencies) by the three HRM Working Model competency segments: Strategic (Tables 2.1.1 and 2.1.2), Core HRM Generalist (Tables 2.2.1 and 2.2.2) and Specialist (Tables 2.3.1 and 2.3.2). These tables also include each competency's mean. Those means highlighted with an asterisk (*) identify significant p value (≤ 0.05) attributed to relationships between the rated importance of each competency and the survey participants' years of experience in the HRM field. Competencies displaying a significant p value are discussed in Section Three.

Section Three

Section Three presents the following sets of tables: Table 3.1 displays all survey competencies that reflected a significant p value attributed to relationships between the importance of each competency and the survey participants' years of experience in the HRM field. This table also presents each competency's p value.

Tables 3.2 to 3.15 display cross-tabulations for each of the competencies that reflected a significant p value attributed to relationships between the importance of each competency and the survey participants' years of experience in the HRM field. These tables are sub-divided into three HRM experience groups and reflect the survey participants' responses by importance rating.

In order to provide broad meaning of the findings from the cross-tabulation analysis and to formulate conclusions, Table 3.16 displays a summary of the 14 competencies that displayed $p \leq 0.05$. This summary is presented by HRM competency segments and displays the percentage differences of the combined responses to the importance ratings for "Considerably Important" and "Extremely Important" between HRM experience Groups 1 and 2 and Groups 2 and 3.

HRM Practitioners' Competency Ratings

A total of 134 respondents from the HRMAE completed the questionnaire (see Appendix A). From this aggregate, 132 surveys were usable for this study. The two unusable surveys were eliminated because the participants did not rate the survey competencies.

Section One

Discussion - Table 1.1

Importance of Competencies

The distribution of the 25 top-rated competencies is as follows: 15 from Category A (Facilitate the Development of an Effective Organization), 1 from Category C (Staff the Organization), and 9 from Category G (Design Processes to Facilitate Positive Employee Relations [Union and Non-union]). Categories A and G dominate this table by a ratio of 24:1. These early findings indicate strongly that the competencies in Categories A and G are of high importance to the successful completion of HRM responsibilities.

Eighteen of the 24 competencies in categories A and G appear to fit well into the definition of "strategic" under the HRM competency segment working model. Of these, 13 competencies relate to influencing organizational culture, environment or change processes: G3 (Reflect the

Table 1.1
Tabulation of the 25 Top-Rated Competencies

Competency		Competency Mean
A10	Coach and counsel with line management	3.53
G3	Reflect the code of ethics of the organization	3.35
G8	Foster a positive employee relations philosophy/environment	3.31
A12	Assist line managers in developing the skills to use HR tools and processes	3.30
G1	Ensure employee relations is a high priority in the organization	3.29
C13	Ensure/provide new employees receive appropriate orientation to the organization (environment, benefits, etc.)	3.27 *
A13	Determine HR needs for all levels of employees and provide appropriate service	3.27 *
G4	Interpret and administer corporate policy	3.25
G10	Act as change agent (e.g. employee relations)	3.24
G2	Influence and reflect senior management philosophy and mission within the organizational culture	3.24
A5	Consult with "line" to establish baseline of organizational effectiveness	3.24
A3	Recognize formal and informal cultural norms, values, and beliefs that exist in the organization	3.24
G6	Anticipate, interpret, and implement legislation (labour laws, human rights, etc.)	3.23
A21	Provide senior executives with organizational solutions, not problems	3.23
A6	Contribute to the establishment of organizational objectives	3.22

. . . . cont'd

Table 1.1
Tabulation of the 25 Top-Rated Competencies (cont'd)

Competency		Competency Mean
G5	Interpret and administer corporate (practice)	3.21
A25	Influence and effect organizational change	3.20
A23	Support the creation and development of a learning organization	3.20
A11	Assist in the identification of the tools and processes that are appropriate for line managers	3.18
A26	Establish and develop support systems to help "line" prepare for and react to change	3.17
G12	Explore options, consequences and advice to assist managers in making the best decision for the individual and the organization	3.16 *
A19	Be aware of and help the organization adapt to external (societal) influences and changing value systems	3.15
A27	Manage process of adapting to change	3.15
A4	Facilitate the implementation of cultural norms, values, and beliefs desired by the organization managers	3.14
A8	Measure the gap between client determined service and service actually given	3.13

code of ethics of the organization); G8 (Foster a positive employee relations philosophy/environment); G1 (Ensure employee relations is a high priority in the organization); G10 (Act as a change agent, e.g. employee relations); G2 (influence and reflect senior management philosophy and mission within the organizational culture); A5 (Consult with 'line' to establish baseline of organizational effectiveness); A6 (Contribute to the establishment of organizational objectives); A25 (Influence and effect organizational change); A23 (Support the creation and development of a learning organization); A26 (Establish and develop support systems to help 'line' prepare for and react to change); A19 (Be aware of and help the organization adapt to external [societal] influences and changing value systems); A27 (Manage process of adapting to change); and A4 (Facilitate the implementation of cultural norms, values, and beliefs desired by the organization managers). Four of the 5 remaining "strategic" competencies deal with providing tools and processes to the line: A10 "Coach and counsel with line management"; A12 (Assist line managers in developing the skills to use HR tools and processes); A21 (Provide senior executives with organizational solutions, not problems); and A11 (Assist in the identification of the tools and processes that are appropriate for line manager).

Of the seven competencies that do not fit into the definition of "strategic" under the HRM working model, six align closely with the "Core HRM Generalist" competency segment: C13 (Ensure/provide new employees receive appropriate orientation to the organization-environment, benefits, etc.); G4 (Interpret and administer corporate policy); A3 (Recognize formal and informal cultural norms, values and beliefs that exist in the organization); G5 (Interpret and administer corporate practice); G12 (Explore options, consequences and advice to assist managers in making the best decision for the individual and the organization); and A8 (Measure the gap between client determined service and service actually given). It is interesting to note that, with the exception of competency A3 which deals with existing organizational culture, these competencies all involve direct service delivery to the line.

The one remaining competency, G6 (Anticipate, interpret and implement legislation [labour laws, human rights, etc.]) fits into the "Specialist" competency segment.

The analysis indicates that those competencies with a strategic component tend to be rated higher in importance than others. This may be reflective of the survey practitioners working within a proactive delivery structure such as Andrews' (1986) Strategic Planning Model. Also of some importance is the delivery of direct service to the line. This can be seen to some extent in the "Strategic" competencies and almost entirely in the "Core HRM Generalist" competencies. It is not surprising, then, that the top-rated competency, A10 (Coach and counsel with line management), with a significantly higher mean (0.18) than the second highest-rated competency, G3 (Reflect the code of ethics of the organization), reflects both strategic and direct service delivery elements.

Relationships Between Competency Ratings and HRM Years of Experience

In Table 1.1, competencies C13, A13 and G12 reflected significant p values attributed to relationships between the rated importance of these competencies and the survey participants' years of experience in the HRM field.

Discussion - Table 1.2

Importance of Competencies

The distribution of the 25 bottom-rated competencies is as follows: five from Category B (Educate, Train and Develop Staff), one from Category C (Staff the Organization), four from Category H (Design Processes to Facilitate Positive Employee Relations), one from Category I (Promote and Maintain the Well-being of the Employees), five from Category J (Develop and Utilize Total Compensation), and nine from Category K (Develop and

Table 1.2
Tabulation of the 25 Bottom-Rated Competencies

Competency		Competency Mean
J4	Identify alternative elements of compensation (direct pay, variable pay)	2.36 *
K18	Determine the cause/effect relationships within the system when changing a component of the system	2.36
J9	Cost out planned compensation benefit programs to ensure financial stability	2.35
K25	Tie the HR information system with the payroll function	2.35
J5	Develop/determine compensation mix (basic pay, variable pay)	2.35 *
H9	Prepare for grievance and arbitration	2.35
J10	Provide training support for managers implementing compensation program	2.34
C17	Manage outsourcing contracts (recruitment and individual employment contracts)	2.33
K16	Conduct gap analysis process regarding information needs	2.33
J6	Develop/determine benefits package	2.32
K21	Identify interfaces and interface information system with other systems	2.29
K20	Integrate information systems	2.28
K19	Ensure compatible computer language between disciplines/ departments	2.27
K17	Determine sophistication of user needs	2.23
B9	Consult, collaborate, and negotiate with suppliers of training products and services	2.22

. . . . cont'd

Table 1.2
Tabulation of the 25 Bottom-Rated Competencies (cont'd)

Competency		Competency Mean
I1	Design and develop E.A. programs	2.20 *
K10	Design information systems	2.20
B23	Measure retention over time	2.19
H10	Represent management at arbitration hearings	2.12
K23	Maintain succinctness in formatting data	2.12
B10	Develop training contracts with suppliers	2.11
B24	Administer educational assistance programs	2.08
H11	Present management's position in arbitration	2.04
B22	Facilitate the evolution of a learning centre	2.04
H12	Bring union into outsourcing (contracting out decisions)	1.96

Utilize Human Resource Information Systems). Competencies from Category K dominate this table by a ratio of approximately 2:1.

Although inferences can be made about the importance of the categories and their competencies at this stage of the study, it is important to note that some of these early findings may be misleading. For example, competency C17 (Manage outsourcing contracts [recruitment and individual employment contracts]) has a relatively low rating of importance (2.33) as compared to its category mean (2.81). Therefore, conclusions about the importance of all the competencies in Category C, based either on its category mean or one of its competency means, could be incorrect. In addition, since some categories have only a few competencies (such as Category I) and others have many, it follows that high or low important competencies may be hidden in the aggregate mean.

These early findings suggest that some of the competencies in Categories B (Educate, Train and Develop Staff), H (Design Processes to Facilitate Positive Union Relations), J (Develop and Utilize Total Compensation), and particularly K (Develop and Utilize Human Resource Information Systems) are of moderately low importance to the successful completion of HRM responsibilities. It is interesting to note that each of the above categories and 24 of the 25 lowest-rated competencies appear to fall under the "Specialist" competency segment of the HRM working model. The moderately low ratings for competencies in these categories may be reflective of the survey practitioners moving away from an expert role as described in Andrews′ (1986) In-House Consulting Model toward a more proactive delivery model as described in his Strategic Planning Model. This is supported by the analysis of the 25 top-rated competencies as discussed earlier in this chapter.

It is also interesting to note that only three of the 25 bottom-rated competencies involve direct service delivery to the line: J10 (Provide training support for managers implementing compensation program); K17 (Determine sophistication of user needs); and B24 (Administer educational assistance programs).

Relationships Between Competency Ratings and HRM Years of Experience

In Table 1.2, competencies J4, J5 and I1 reflected significant p values attributed to relationships between the rated importance of these competencies and the survey participants′ years of experience in the HRM field.

Section Two

Tables 2.1 to 2.3 represent the 11 categories A to K, sorted according to the competency segments of the HRM working model: "Strategic" (A and G), "Core HRM Generalist" (C, D, E and F), and "Specialist" (B, H, I, J and K). Each competency segment utilizes two tables to display the five top-rated and five bottom-rated competencies in the categories (e.g. "Strategic" competency segment - Tables 2.1.1 and 2.1.2, respectively). Category I in the "Specialist" competency segment is the only exception, comprising only eight (four top-rated and four bottom-rated) competencies.

Strategic Competency Segment

Discussion - Table 2.1.1

Importance of Competencies

All competencies in this table are included within the 15 top-rated competencies identified in Table 1.1. Eight of the ten competencies have a strategic focus, the two exceptions being A3 (Recognize formal and informal cultural norms, values and beliefs desired by organization) and G4 (Interpret and administer corporate policy). The ten competencies can also be divided equally into two groups of five representing those competencies dealing with influencing organizational culture or environment and those providing direct service to the line. It is interesting to note that four of the five competencies from Category G reflect the cultural, environmental focus, providing an important interpretation of the category itself (Design Processes to Facilitate Positive Employee Relations - Union and Non-union). The

Table 2.1.1
Tabulation of the Five Top-Rated Competencies of Each Strategic Category: Category A (Facilitate the Development of an Effective Organization) and Category G (Design Processes to Facilitate Positive Employee Relations [Union and Non-union])

Competency		Competency Mean
A10	Coach and counsel with line management	3.53
A12	Assist line managers in developing the skills to use HR tools and processes	3.30
A13	Determine HR needs for all levels of employees and provide appropriate service	3.27 *
A5	Consult with "line" to establish baseline of organizational effectiveness	3.24
A3	Recognize formal and informal cultural norms, values, and beliefs desired by organization	3.24
G3	Reflect the code of ethics of the organization	3.35
G8	Foster a positive employee relations philosophy/environment	3.31
G1	Ensure employee relations is a high priority in the organization	3.29
G4	Interpret and administer corporate policy	3.25
G2	Influence and reflect senior management philosophy and mission within the organizational culture	3.24

findings suggest that HRM practitioners view their ability to influence a positive organizational culture as the most important aspect of the employee relations function.

Four of the five competencies from Category A (Facilitate the Development of an Effective Organization) involve direct service to the line in a facilitative and consultative role. This fits well with the category's focus. These findings recognize that primary responsibility for organization effectiveness lies with line management, but that HRM practitioners play a key role in facilitating the process and acting as advisors to the line.

Relationships Between Competency Ratings and HRM Years of Experience

In Table 2.1.1, competency A13 reflected a significant p value.

Discussion - Table 2.1.2

Importance of Competencies

None of the competencies in this table are included in the 25 top- or bottom-rated competencies identified in Tables 1.1 or 1.2. Although these competencies represent the five lowest ratings in Categories A and G, they are still of moderate importance to the successful completion of HRM responsibilities.

Table 2.1.2
Tabulation of the Five Bottom-Rated Competencies of Each Strategic Category: Category A (Facilitate the Development of an Effective Organization) and Category G (Design Processes to Facilitate Positive Employee Relations [Union and Non-union])

Competency		Competency Mean
A16	Assess when and if intervention is required and at what level of the organization	2.89
A14	Define role and philosophy of intervention	2.72
A15	Gather data important to an organizational intervention	2.67
A20	Adapt to the manage the outsourcing at a variety of functions	2.63
A22	Administer employee recognition programs	2.54
G11	Maintain balance and consistency between/among work units	2.81
G14	Use mediation to resolve conflicts	2.79
G18	Facilitate access to occupational health and safety, wellness and Employee Assistance Programs (E.A.P.)	2.77
G19	Facilitate referrals to occupational health and safety, wellness and E.A.P.	2.62
G20	Train field people in employee relations	2.53

Seven of the ten competencies have a strategic focus, the three exceptions being: G18 (Facilitate access to occupational health and safety, wellness and Employee Assistance Programs [E.A.P.]); G19 (Facilitate referrals to occupational health and safety, wellness and E.A.P.); and A22 (Administer employee recognition programs). None of these competencies reflect a cultural or environmental focus and they appear to best fit into the Core HRM competency segment. Two of them, G18 and G19, along with one other competency, G20 (Train field people in employee relations), involve direct service to the line.

Summary Discussion of Tables 2.1.1 and 2.1.2

The findings of Table 2.1.1, when considered along with the findings of Table 2.1.2, suggest that those strategic competencies that involve influencing organizational culture or environment, or providing direct service to the line, are considered more important by HRM practitioners than those strategic competencies that do not. It appears that the ability to influence organizational culture and/or managers adds importance to strategic competencies.

Relationships Between Competency Ratings and HRM Years of Experience

In Table 2.1.2, there are no competencies that reflected a significant p value.

Core Generalist Competency Segment

Discussion - Table 2.2.1

Importance of Competencies

Only one competency in this table, C13 (Ensure/provide new employees receive appropriate orientation to the organization [environment, benefits, etc.]), is included in the 25 top-rated competencies and it is rated as the sixth most important competency out of the 220.

Twelve of the 20 competencies in this table best fit the Core HRM Generalist competency segment. Each of the 12 also involve direct service to the line. The remaining eight competencies tend to be advanced or specialized, reflecting a corporate focus: C1 (Develop policy for recruitment and selection that reflects a corporate philosophy); D1 (Ensure job evaluation process matches the organizational philosophy); D12 (Ensure job design includes employment equity principles); D3 (Link job design to organizational effectiveness); D4 (Determine methods/options for job evaluation); D8 (Determine benchmark positions and link to market value); F20 (Link organizational objectives to key performance indicators); and F21 (Link performance management to all planning [strategic, individual, career, training]).

Table 2.2.1
Tabulation of the Five Top-Rated Competencies of Each Core HRM Generalist Category: Category C (Staff the Organization); Category D (Design and Evaluate Jobs); Category E (Facilitate Career Development) and Category F (Design, Plan and Co-implement a Performance Management System)

Competency		Competency Mean
C13	Ensure/provide new employees receive appropriate orientation to the organization (environment, benefits, etc.)	3.27 *
C16	Apply different interviewing techniques to accommodate different processes (hiring, disciplinary, etc.)	3.09
C1	Develop policy for recruitment and selection that reflects corporate philosophy	3.08
C15	Develop interview processes/strategies to match the situation	3.06
C4	Consult with the "line" to assess the need for positions (rationalize and assess)	3.02
D1	Ensure job evaluation process matches the organizational philosophy	3.03
D12	Ensure job design includes employment equity principles	2.88
D3	Link job design to organizational effectiveness	2.87
D4	Determine methods/options for job evaluation	2.82
D8	Determine benchmark positions and link to market value	2.82 *
E5	Ensure employee understands own responsibility in career planning process	3.06
E3	Help employees understand the direction the organization is "going in"	3.04
E6	Assist the employee to understand issues that affect career development	2.89
E4	Identify opportunities for employees to grow from a career development perspective	2.85
E7	Integrate managers into career development process value	2.81

. . . . cont'd

Table 2.2.1
Tabulation of the Five Top-Rated Competencies of Each Core HRM Generalist Category (cont'd)

Competency		Competency Mean
F30	Support line managers in providing on-going feedback to employees	3.08
F18	Encourage employees to look at whole organization	3.00
F21	Link performance management to all planning (strategic, individual, career, training)	2.99
F20	Link organizational objectives to key performance indicators	2.98
F27	Train managers to do performance management (i.e. performance appraisal)	2.98

Relationships Between Competency Ratings and HRM Years of Experience

In Table 2.2.1, competencies C13 and D8 reflected significant p values.

Discussion - Table 2.2.2

Importance of Competencies

Only one competency in this table, C17 (Manage outstanding contracts -- recruitment and individual employment contracts), is included in the 25 bottom-rated competencies.

Fourteen of the 20 competencies in this table best fit the Core HRM Generalist competency segment. Only one of these, E8 (Provide career counselling), involves direct service to the line. The remaining six competencies tend to be advanced or specialized, reflecting a corporate focus: D7 (Design gender neutral systems [classification]); D13 (Facilitate the analysis of work flow patterns); D2 (Link organizational participation to job design process [including union participation]); E2 (Assist in designing career development programs that are in line with corporate philosophy and which meet organizational needs); F26 (Establish systematic planning process for performance management, evaluation and reinforcement); and F33 (Continually monitor the

Table 2.2.2
Tabulation of the Five Bottom-Rated Competencies of Each Core HRM Generalist Category: Category C (Staff the Organization); Category D (Design and Evaluate Jobs); Category E (Facilitate Career Development) and Category F (Design, Plan and Co-implement a Performance Management System)

Competency		Competency Mean
C17	Manage outsourcing contracts (recruitment and individual employment contracts)	2.33
C12	Use a range of techniques for administering the job offer process	2.46
C21	Influence educational systems to recognize the need to provide suitable candidates for positions	2.47
C19	Manage outplacement as it relates to downsizing	2.54 *
C20	Design employment equity programs	2.54
D10	Ensure/develop validation processes that keep job design on track and current	2.77
D5	Develop measurement criteria	2.76
D2	Link organizational participation to job design process (including union participation)	2.71
D7	Design gender neutral systems (classification)	2.65
D13	Facilitate the analysis of work flow patterns	2.41
E2	Assist in designing career development programs that are in line with corporate philosophy and which meet organizational needs	2.73
E8	Provide career counselling	2.71
E11	Understand and administer succession processes	2.62
E9	Understand and use assessment tools	2.53
E12	Manage a skills inventory for succession planning	2.48

. . . . cont'd

Table 2.2.2
Tabulation of the Five Bottom-Rated Competencies
of Each Core HRM Generalist Category (cont'd)

Competency		Competency Mean
F32	Link individual's performance to organization's performance	2.75
F26	Establish systematic planning process for performance management, evaluation, and reinforcement	2.75
F33	Continually monitor the performance management system to add value to all positions	2.71
F17	Handle implementation issues	2.70
F5	Distinguish between individual performance management process and the framework which it fits	2.68

performance management system to add value to all positions).

Relationships Between Competency Ratings and HRM Years of Experience

In Table 2.1.2, competency C19 reflected a significant p value.

Summary Discussion of Tables 2.2.1 and 2.2.2

The findings of these two table suggest that the Core HRM Generalist competencies considered most important by HRM practitioners are those involving direct service to the line. These competencies illustrate that the generalist function rests on a corporate foundation of policies, processes and systems. The corporate and generalist functions are often closely linked.

Specialist Competency Segment

Discussion - Table 2.3.1

Importance of Competencies

None of the competencies in this table are included in the 25 top- or bottom-rated competencies identified in Tables 1.1 or 1.2.

All 24 of the competencies in this table best fit the Specialist competency segment. All four of the

Table 2.3.1
Tabulation of the Five Top-Rated Competencies of Each Specialist Category: Category B (Educate, Train and Develop Staff), Category H (Design Processes to Facilitate Positive Union Relations), Category I (Promote and Maintain Well-Being of Employees), Category J (Develop and Utilize Total Compensation) and Category K (Develop and Utilize Human Resource Information Systems)

Competency		Competency Mean
B1	Determine the current and future job needs	3.13
B3	Analyze the gap and determine recommendations	3.01
B2	Define needs (measure/define current state, describe desired state, measure gap)	2.99
B15	Encourage employees to take ownership of learning environment	3.00
B14	Conduct workshops, seminars, small working groups	2.95
H5	Interpret and administer collective agreements	2.82
H1	Foster a harmonious relationship with unions	2.77
H2	Use a proactive collaborative approach to problem solving with unions	2.74
H6	Assist managers with grievance resolution	2.64
H8	Conduct research on grievance issues	2.47
I-6	Promote quality of work life	2.86
I-2	Promote a healthy workplace, environmental issues, air quality	2.79
I-5	Promote congruence between job design, employee well-being, and organizational needs (job rotation)	2.69
I-3	Promote a balanced lifestyle	2.68

. . . . cont'd

Table 2.3.1
Tabulation of the Five Top-Rated Competencies of Each Specialist Category (cont'd)

Competency		Competency Mean
J11	Communicate with employees about compensation and benefits programs	2.77 *
J7	Tie compensation to the job evaluation and performance management system	2.73 *
J13	Ensure compensation is within organizational policy, collective agreement, and legislation	2.70
J1	Provide assistance in identifying parameters of total compensation package to meet organizational needs	2.63
J8	Test internal equity by conducting salary and benefit surveys	2.58 *
K1	Plan for HR information needs of organization	2.84
K4	Incorporate HR components into the strategic plan of the organization	2.81
K5	Identify types and sources of information needed	2.73
K28	Process information systems in a manner that provides useful data	2.69
K11	Ensure appropriate confidentiality of information systems	2.68

competencies in Category I (Promote and Maintain the Well-Being of Employees) involve direct service to the line, as do the five competencies in Category B (Educate, Train and Develop Staff): I6 (Promote quality of work life); I2 (Promote a healthy workplace, environmental issues, air quality); I5 (Promote congruence between job design, employee well-being and organizational needs [job rotation]); I3 (Promote a balanced lifestyle); B15 (Encourage employees to take ownership of the learning environment); B1 (Determine the current and future job needs); B14 (Conduct workshops, seminars, small working groups); B2 (Define needs [measure/define current state, describe desired state, measure gap]); and B3 (Analyze the gap and determine recommendations).

Only two competencies from the remaining categories involve direct service to the line: H6 (Assist managers with grievance resolution) and J11 (Communicate with employees about compensation and benefits program).

It is interesting to note that while all of these competencies are specialist in nature, those in Category B (Educate, Train and Develop Staff) and Category I (Promote and Maintain Well-Being of Employees) reflect direct service to the line. Those competencies in Category H (Design Processes to Facilitate Positive Union Relations); Category J (Develop and Utilize Total Compensation); and Category K (Develop and Utilize Human Resource Information Systems) reflect corporate functions.

Relationships Between Competency Ratings and HRM Years of Experience

In Table 2.3.1, competencies J11, J7 and J8 reflected significant p values.

Discussion - Table 2.3.2

Importance of Competencies

Nineteen of the 24 competencies in this table are included in the 25 bottom-rated competencies identified in Table 1.2.

All 24 of the competencies in this table appear to best fit the Specialist competency segment. Those in Category H (Design Processes to Facilitate Positive Union Relations); Category J (Develop and Utilize Total Compensation); and Category K (Develop and Utilize Human Resource Information Systems) also reflect corporate functions, as do two competencies in Category I (Promote and Maintain Well-Being of Employees): I8 (Ensure compliance with occupational health and safety regulations); and I7 (Promote the well-being of employees through effective benefit design). None of the competencies in Category B (Educate, Train and Develop Staff) reflect corporate functions.

Six of the competencies involve direct service to the line: B13 (Develop/train the trainer); B24 (Administer educational assistance programs); I4 (Promote wellness

Table 2.3.2
Tabulation of the Five Bottom-Rated Competencies of Each Specialist Category: Category B (Educate, Train and Develop Staff), Category H (Design Processes to Facilitate Positive Union Relations), Category I (Promote and Maintain Well-Being of Employees), Category J (Develop and Utilize Total Compensation) and Category K (Develop and Utilize Human Resource Information Systems)

Competency		Competency Mean
B13	Develop/train the trainer	2.54
B9	Consult, collaborate, and negotiate with suppliers of training products and services	2.22
B23	Measure retention over time	2.19
B10	Develop training contracts with suppliers	2.11
B24	Administer educational assistance programs	2.08
H4	Link negotiations to company strategic plans and workforce plans	2.40
H9	Prepare for grievance and arbitration	2.35
H10	Represent management at arbitration hearings	2.12
H11	Present management's position in arbitration	2.04
H12	Bring union into outsourcing (contracting out decisions)	1.96
I-4	Promote wellness objectives and provide necessary training in stress, recreation, balancing work and family, preretirement	2.57
I-8	Ensure compliance with occupational health and safety regulations	2.52
I-7	Promote the well-being of employees through effective benefit design	2.45
I-1	Design and develop E.A. programs	2.20

. . . . cont'd

Table 2.3.2
Tabulation of the Five Bottom-Rated Competencies
of Each Specialist Category (cont'd)

Competency		Competency Mean
J4	Identify alternative elements of compensation (direct pay, variable pay)	2.36 *
J5	Develop/determine compensation mix (basic pay, variable pay)	2.35 *
J9	Cost out planned compensation benefit programs to ensure financial feasibility	2.35
J10	Provide training support for managers implementing compensation program	2.34
J6	Develop/determine benefits package	2.32
K20	Integrate information systems	2.28
K19	Ensure compatible computer language between disciplines/ departments	2.27
K17	Determine sophistication of user needs	2.23
K10	Design information systems	2.20
K23	Design and develop E.A. programs	2.12

objectives and provide necessary training in stress, recreation, balancing work and family, preretirement); I1 (Design and develop E.A. programs); J10 (Provide training support for managers implementing compensation program); and K17 (Determine sophistication of user needs).

Relationships Between Competency Ratings and HRM Years of Experience

In Table 2.3.2, competencies I1, J4 and J5 reflected significant p values.

Summary Discussion of Table 2.3.1 and 2.3.2

The findings of these two tables suggest that Category B (Educate, Train and Develop Staff) and Category I (Promote and Maintain Well-Being of Employees) differ from the other specialist categories in the number of competencies involving direct service to the line: Seven of the 10 competencies in Category B and 6 of the 8 competencies in Category I, compared to 1 of 10 competencies in Categories H and K and 2 of 10 competencies in Category J. Another apparent difference is the corporate nature of all competencies in Category H (Design Processes to Facilitate Positive Union Relations); Category J (Develop and Utilize Total Compensation); and Category K (Develop and Utilize Human Resource Information Systems) which is not found in any Category B competencies and in only 2 of 8 Category I competencies.

Section Three

[illegible] category, and by using all 220 survey competencies as a data base, Section Three presents sets of tables, as follows.

Table 3.1 displays all competencies of the survey which reflected a significant p value, through ANOVA, attributed to relationships between the importance of the competencies and the survey participants' years of experience in the HRM field. The table also presents each competency's significant p value.

Tables 3.2 to 3.15 depict cross-tabulations for each of the competencies that reflected a significant p value attributed to relationships between the importance of the competencies and the survey participants' years of experience in the HRM field.

Table 3.16 presents a summary of the 14 competencies that displayed $p \le 0.05$. This summary is portrayed by HRM competency segments and displays the percentage differences of the combined responses to the importance ratings for "Considerably Important" and "Extremely Important" between HRM experience Groups 1 and 2 and Groups 2 and 3.

Table 3.1 presents all the survey's competencies that reflected a significant p value attributed to relationships between the rated importance of the competencies and the survey participants' years of experience in the HRM field.

The table also delineates each competency's significant p value.

Discussion - Table 3.1

Of the 14 competencies that displayed $p \leq 0.05$, only two, D9 (Ensure job design complements the job evaluation system) and G13 (Counsel, intervene, and refer employees at various levels), did not appear in the tables that displayed the 25 top- and bottom-rated competencies and the 5 top- and bottom-rated competencies from each category. It is noteworthy that five out of the 14 competencies that displayed $p \leq 0.05$ are from Category J (Develop and Utilize Total Compensation). The reason for this may be because of their very specialized nature, and/or that they were not well understood by the survey participants.

Tables 3.2 to 3.15 depict cross-tabulations for each of the competencies that reflected a significant p value attributed to relationships between the importance of the competencies and the survey participants' years of experience in the HRM field.

Discussion - Table 3.2

Group 1 achieved the highest percentage of responses for any of the groups and ratings (59.5%) and Group 2 achieved the second highest percentage of responses (52.7%). Both groups fell under the rating "Extremely

Table 3.1
Competencies That Reflect a Significant p Value and Their Individual Values

Competency		p Value
A13	Determine HR needs for all levels of employees and provide appropriate service	0.01
A25	Influence and effect organizational change	0.01
C13	Ensure/provide new employees receive appropriate orientation to the organization (environment, benefits, etc.)	0.04
C19	Manage outplacement as it relates to downsizing	0.03
D8	Determine benchmark positions and link to market value	0.05
D9	Ensure job design complements the job evaluation system	0.04
G12	Explore options, consequences and advice to assist managers in making the best decision for the individual and the organization	0.05
G13	Counsel, intervene and refer employees at various levels	0.03
I-1	Design and develop E.A. programs	0.04
J4	Identify alternative elements of compensation (direct pay, variable pay)	0.02
J5	Develop/determine compensation mix (basic pay, variable pay)	0.04
J7	Tie compensation to the job evaluation and performance management system	0.02
J8	Test internal equity by conducting salary and benefit surveys	0.04
J11	Communicate with employees about compensation and benefits programs	0.05

Table 3.2

Cross-Tabulation of Competency A13 by Rating of Importance and HRM Years of Experience

(Determine H.R. needs for all levels of employees and provide appropriate service)

Competency	Group 1 0-5 Yrs	Group 2 6-15 Yrs	Group 3 16-37 Yrs	Row Totals
Not Important	0 (0.0%)	3 (5.5%)	2 (6.3%)	5 (4.0%)
Somewhat Important	5 (13.5%)	3 (5.5%)	9 (28.1%)	12 (9.7%)
Considerably Important	10 (27.0%)	20 (36.4%)	12 (37.5%)	42 (33.9%)
Extremely Important	22 (59.5%)	29 (52.7%)	9 (28.1%)	60 (48.4%)
Column Totals	37	55	32	124

Table 3.3

Cross-Tabulation of Competency A25 by Rating of Importance and HRM Years of Experience

(Influence and effect organizational change)

Competency	Group 1 0-5 Yrs	Group 2 6-15 Yrs	Group 3 16-37 Yrs	Row Totals
Not Important	5 (13.9%)	3 (5.2%)	1 (2.9%)	9 (7.0%)
Somewhat Important	8 (22.2%)	6 (10.3%)	4 (11.8%)	18 (14.1%)
Considerably Important	12 (33.3%)	21 (36.2%)	7 (20.6%)	40 (31.3%)
Extremely Important	11 (30.6%)	28 (48.3%)	22 (64.7%)	61 (47.7%)
Column Totals	36	58	34	128

Important." Group 3 achieved the third highest percentage of responses (37.5%) and it fell under the rating "Considerably Important." Only 28.1% of Group 3 respondents rated competency A13 (Determine HRM needs for all levels of employees and provide appropriate service) as "Extremely Important," compared with 59.5% for Group 1 and 52.7% for Group 2. While all three groups rated this competency as important, the assessment of level of importance was more evenly distributed in Group 3, whereas the majority in Groups 1 and 2 perceived it as "Extremely Important."

Discussion - Table 3.3

Group 3 achieved the highest percentage of responses for any of the groups and ratings (64.7%) and Group 2 achieved the second highest percentage of responses (48.3%). Both groups fell under the rating "Extremely Important." Group 1 achieved the third highest percentage of responses (36.2%) and it fell under the rating "Considerably Important." Only 30.6% of Group 1 respondents rated competency A25 (Influence and effect organizational change) as "Extremely Important," compared with 48.3% for Group 2 and 64.7% for Group 3. While all three groups rated this competency as important, the assessment of level of importance tended to increase with years of experience.

Discussion - Table 3.4

Group 2 achieved the highest percentage of responses for any of the groups and ratings (63.8%), Group 1 achieved the second highest percentage of responses (55.3%), and Group 3 achieved the third highest percentage of responses (45.7%). All groups fell under the rating "Extremely Important." While all three groups tended to rate competency C13 (Ensure/provide new employees receive appropriate orientation to the organization [environment, benefits, etc.]) as "Extremely Important," this assessment tended to grow with experience up to 15 years after which it dropped off (from 63.8% to 45.7%).

Discussion - Table 3.5

Group 2 achieved the highest percentage of responses for any of the groups and ratings (35.7%) and it fell under the rating "Extremely Important." Group 1 achieved the second highest percentage of responses (35.3%) under the rating "Not Important." Group 3 achieved the third highest percentage of responses (31.4%) under the rating "Considerably Important." The total responses indicate an even distribution across the four ratings, with the differences being in the responses of the three groups. The majority of those respondents with less than five years' experience rated competency C19 (Manage outplacement as it relates to downsizing) as "Not Important" or "Somewhat Important." Those respondents

Table 3.4

Cross-Tabulation of Competency C13 by Rating of Importance and HRM Years of Experience

(Ensure/provide new employees receive appropriate orientation to the organization [environment, benefits, etc.])

Competency	Group 1 0-5 Yrs	Group 2 6-15 Yrs	Group 3 16-37 Yrs	Row Totals
Not Important	4 (10.5%)	4 (6.9%)	6 (17.1%)	14 (10.7%)
Somewhat Important	4 (10.5%)	1 (1.7%)	6 (17.1%)	11 (8.4%)
Considerably Important	9 (23.7%)	16 (27.6%)	7 (20.0%)	32 (24.4%)
Extremely Important	21 (55.3%)	37 (63.8%)	16 (45.7%)	74 (56.5%)
Column Totals	38	58	35	131

Table 3.5

Cross-Tabulation of Competency C19 by Rating of Importance and HRM Years of Experience

(Manage outplacement as it relates to downsizing)

Competency	Group 1 0-5 Yrs	Group 2 6-15 Yrs	Group 3 16-37 Yrs	Row Totals
Not Important	12 (35.3%)	8 (14.3%)	10 (28.6%)	30 (24.0%)
Somewhat Important	9 (26.5%)	13 (23.2%)	8 (22.9%)	30 (24.0%)
Considerably Important	6 (17.7%)	15 (26.8%)	11 (31.4%)	32 (25.6%)
Extremely Important	7 (20.6%)	20 (35.7%)	6 (17.1%)	33 (26.4%)
Column Totals	34	56	35	125

with more than 15 years' experience were almost evenly divided between "Not/Somewhat Important" and "Considerably/Extremely Important" (51.5% and 48.5%, respectively). The majority of those respondents in the six to 15 years-of-experience group (62.5%) rated this competency as "Considerably/ Extremely Important."

Discussion - Table 3.6

Group 3 achieved the highest percentage of responses for any of the groups and ratings (51.4%) and Group 2 achieved the second highest percentage of responses (42.1%). Both groups fell under the rating "Extremely Important." Group 1 achieved the third highest percentage of responses (32.3%), under the ratings "Not Important" and "Considerably Important." Only 19.4% of Group 1 respondents rated competency D8 (Determine benchmark positions and link to market value) as "Extremely Important," compared with 42.1% and 51.4%, respectively, for Groups 2 and 3. The assessment of the level of importance of this competency tended to increase with years of experience.

Discussion - Table 3.7

Group 1 achieved the highest percentage of responses for any of the groups and ratings (43.8%) under "Considerably Important." Group 3 achieved the second highest percentage of responses (42.9%), while Group 2

Table 3.6

Cross-Tabulation of Competency D8 by Rating of Importance and HRM Years of Experience

(Determine benchmark positions and link to market value)

Competency	Group 1 0-5 Yrs	Group 2 6-15 Yrs	Group 3 16-37 Yrs	Row Totals
Not Important	10 (32.3%)	9 (15.8%)	7 (20.0%)	26 (21.1%)
Somewhat Important	5 (16.1%)	9 (15.8%)	4 (11.4%)	18 (14.6%)
Considerably Important	10 (32.3%)	15 (26.3%)	6 (17.1%)	31 (25.2%)
Extremely Important	6 (19.4%)	24 (42.1%)	18 (51.4%)	48 (39.0%)
Column Totals	31	57	35	123

Table 3.7

Cross-Tabulation of Competency D9 by Rating of Importance and HRM Years of Experience

(Ensure job design complements job evaluation system)

Competency	Group 1 0-5 Yrs	Group 2 6-15 Yrs	Group 3 16-37 Yrs	Row Totals
Not Important	9 (28.1%)	8 (14.0%)	5 (14.3%)	22 (17.7%)
Somewhat Important	5 (15.6%)	9 (15.8%)	6 (17.1%)	20 (16.1%)
Considerably Important	14 (43.8%)	17 (29.8%)	9 (25.7%)	40 (32.3%)
Extremely Important	4 (12.5%)	23 (40.4%)	15 (42.9%)	42 (33.9%)
Column Totals	32	57	35	124

Table 3.8

Cross-Tabulation of Competency G12 by Rating of Importance and HRM Years of Experience

(Explore options, consequences, and advice to assist managers in making the best decision for the individual and the organization)

Competency	Group 1 0-5 Yrs	Group 2 6-15 Yrs	Group 3 16-37 Yrs	Row Totals
Not Important	7 (19.4%)	4 (7.1%)	6 (17.7%)	17 (13.5%)
Somewhat Important	1 (2.8%)	3 (5.4%)	4 (11.8%)	8 (6.4%)
Considerably Important	10 (27.8%)	16 (28.6%)	13 (38.2%)	39 (31.0%)
Extremely Important	18 (50.0%)	33 (58.9%)	11 (32.4%)	62 (49.2%)
Column Totals	36	56	34	126

achieved the third highest percentage of responses (40.4%). Both Groups 3 and 2 fell under the rating "Extremely Important." Only 12.5% of Group 1 respondents rated competency D9 (Ensure job design complements the job evaluation system) as "Extremely Important," compared with 40.4% and 42.9%, respectively, for Groups 2 and 3. The assessment of level of importance was very similar for Group 2 and Group 3, with the majority rating this competency as "Considerably Important" or "Extremely Important." Group 1, on the other hand, tended to perceive it as "Considerably Important" or "Not Important." The overall rating of importance increased with experience beyond five years.

Discussion - Table 3.8

Group 2 achieved the highest percentage of responses for any of the groups and ratings (58.9%) and Group 1 achieved the second highest percentage of responses (50.0%). Both groups fell under the rating "Extremely Important." Group 3 achieved the third highest percentage of responses (38.2%) under the rating "Considerably Important." Only 32.4% of Group 3 respondents rated competency G12 (Explore options, consequences, and advice to assist managers in making the best decision for the individual and the organization) as "Extremely Important," compared with 50.0% and 58.9%, respectively, for Groups 1 and 2. The level of importance was assessed somewhat higher by Group 2 than it was by Groups 1 and 3.

Discussion - Table 3.9

Group 1 achieved the highest percentage of responses for any of the groups and ratings (42.1%) and Group 2 achieved the second highest percentage of responses (41.1%). Both groups fell under the rating "Extremely Important." Group 3 achieved the third highest percentage of responses (35.3%) under the rating "Considerably Important." Only 17.7% of Group 3 respondents rated competency G13 (Counsel, intervene, and refer employees at various levels) as "Extremely Important," compared with 42.1% and 41.1%, respectively, for Groups 1 and 2. The assessment of level of importance was similar between Group 1 and Group 2, both of which assessed importance as high. The majority of Group 3 assessed it as "Somewhat Important" or "Considerably Important." The assessment of importance tended to be high up to 15 years of experience, falling off somewhat beyond that.

Discussion - Table 3.10

Group 3 achieved the highest percentage of responses for any of the groups and ratings (57.1%) and Group 1 achieved the second highest percentage of responses (41.2%). Both groups fell under the rating "Not Important." Group 2 achieved the third highest percentage

Table 3.9

Cross-Tabulation of Competency G13 by Rating of Importance and HRM Years of Experience

(Counsel, intervene and refer employees at various levels)

Competency	Group 1 0-5 Yrs	Group 2 6-15 Yrs	Group 3 16-37 Yrs	Row Totals
Not Important	5 (13.2%)	4 (7.1%)	6 (17.7%)	15 (11.7%)
Somewhat Important	7 (18.4%)	10 (17.9%)	10 (29.4%)	27 (21.1%)
Considerably Important	10 (26.3%)	19 (33.9%)	12 (35.3%)	41 (32.0%)
Extremely Important	16 (42.1%)	23 (41.1%)	6 (17.7%)	45 (35.2%)
Column Totals	38	56	34	128

Table 3.10

Cross-Tabulation of Competency I-1 by Rating of Importance and HRM Years of Experience

(Design and develop E.A. programs)

Competency	Group 1 0-5 Yrs	Group 2 6-15 Yrs	Group 3 16-37 Yrs	Row Totals
Not Important	14 (41.2%)	13 (23.2%)	20 (57.1%)	47 (37.6%)
Somewhat Important	8 (23.5%)	16 (28.6%)	4 (11.4%)	28 (22.4%)
Considerably Important	6 (17.7%)	15 (26.8%)	7 (20.0%)	28 (22.4%)
Extremely Important	6 (17.7%)	12 (21.4%)	4 (11.4%)	22 (17.6%)
Column Totals	34	56	35	125

of responses (28.6%) under the rating "Somewhat Important." Only 23.2% of Group 2 respondents rated competency I1 (Design and develop E.A.P. program) as "Not Important," compared with 41.2% and 57.1%, respectively, for Groups 1 and 3. While the majority of respondents across all groups assessed the competency as "Not Important" or "Somewhat Important," the assessed level of importance increased in Group 2 and decreased again in Group 3.

Discussion - Table 3.11

Group 1 achieved the highest percentage of responses for any of the groups and ratings (50.0%) under the rating "Not Important." Group 2 achieved the second highest percentage of responses (35.2%) under the rating "Somewhat Important." Group 3 achieved the third highest percentage of responses (31.4%) under the ratings "Not Important" and "Extremely Important." While the majority of respondents in each group rated competency J4 (Identify alternative elements of compensation [direct pay, variable pay]) as "Not Important" or "Somewhat Important," the assessment of level of importance tended to increase with experience.

Discussion - Table 3.12

Group 1 achieved the highest percentage of responses for any of the groups and ratings (50.0%) under the rating "Not Important." Group 2 achieved the second highest

Table 3.11

Cross-Tabulation of Competency J4 by Rating of Importance and HRM Years of Experience

(Identify alternative elements of compensation [direct pay, variable pay])

Competency	Group 1 0-5 Yrs	Group 2 6-15 Yrs	Group 3 16-37 Yrs	Row Totals
Not Important	16 (50.0%)	9 (16.7%)	11 (31.4%)	36 (29.8%)
Somewhat Important	8 (25.0%)	19 (35.2%)	7 (20.0%)	34 (28.1%)
Considerably Important	4 (12.5%)	12 (22.2%)	6 (17.1%)	22 (18.2%)
Extremely Important	4 (12.5%)	14 (25.9%)	11 (31.4%)	29 (24.0%)
Column Totals	32	54	35	121

Table 3.12

Cross-Tabulation of Competency J5 by Rating of Importance and HRM Years of Experience

(Develop/determine compensation mix [basic pay, variable pay])

Competency	Group 1 0-5 Yrs	Group 2 6-15 Yrs	Group 3 16-37 Yrs	Row Totals
Not Important	16 (50.0%)	10 (17.9%)	11 (31.4%)	37 (30.1%)
Somewhat Important	7 (21.9%)	21 (37.5%)	7 (20.0%)	35 (28.5%)
Considerably Important	5 (15.6%)	11 (19.6%)	6 (17.1%)	22 (17.9%)
Extremely Important	4 (12.5%)	14 (25.0%)	11 (31.4%)	29 (23.6%)
Column Totals	32	56	35	123

percentage of responses (37.5%) under the rating "Somewhat Important." Group 3 achieved the third highest percentage of responses (31.4%) under the ratings "Not Important" and "Extremely Important." While the majority of respondents in each group rated competency J5 (Develop/determine compensation mix [basic pay, variable pay]) as "Not Important" or "Somewhat Important," the assessment of level of importance tended to increase with experience.

Discussion - Table 3.13

Group 2 achieved the highest percentage of responses for any of the groups and ratings (40.4%) under the rating "Extremely Important." Group 1 achieved the second highest percentage of responses (38.2%) under the rating "Not Important." Group 3 achieved the third highest percentage of responses (34.3%) under the ratings "Considerably Important" and "Extremely Important." Only 41.2% of Group 1 respondents rated competency J7 (Tie compensation to job evaluation and performance management system) as "Considerably Important" or "Extremely Important," compared with 68.5% and 68.6%, respectively, for Groups 2 and 3. The assessment of the importance of this competency increased significantly with more than five years of experience.

Table 3.13

Cross-Tabulation of Competency J7 by Rating of Importance and HRM Years of Experience

(Tie compensation to job evaluation and performance management system)

Competency	Group 1 0-5 Yrs	Group 2 6-15 Yrs	Group 3 16-37 Yrs	Row Totals
Not Important	13 (38.2%)	8 (14.0%)	7 (20.0%)	28 (22.2%)
Somewhat Important	7 (20.6%)	10 (17.5%)	4 (11.4%)	21 (16.7%)
Considerably Important	6 (17.7%)	16 (28.1%)	12 (34.3%)	34 (27.0%)
Extremely Important	8 (23.5%)	23 (40.4%)	12 (34.3%)	43 (34.1%)
Column Totals	34	57	35	126

Table 3.14

Cross-Tabulation of Competency J8 by Rating of Importance and HRM Years of Experience

(Test external equity by conducting salary and benefit surveys)

Competency	Group 1 0-5 Yrs	Group 2 6-15 Yrs	Group 3 16-37 Yrs	Row Totals
Not Important	14 (40.0%)	9 (16.4%)	11 (33.3%)	34 (27.6%)
Somewhat Important	3 (8.6%)	10 (18.2%)	5 (15.2%)	18 (14.6%)
Considerably Important	11 (31.4%)	15 (27.3%)	11 (33.3%)	37 (30.1%)
Extremely Important	7 (20.0%)	21 (38.2%)	6 (18.2%)	34 (27.6%)
Column Totals	35	55	33	123

Discussion - Table 3.14

Group 1 achieved the highest percentage of responses for any of the group and ratings (40.0%) under the rating "Not Important." Group 2 achieved the second highest percentage of responses (38.2%) under the rating "Extremely Important." Group 3 achieved the third highest percentage of responses (33.3%) under the ratings "Not Important" and "Considerably Important." Only 20.0% and 18.2%, respectively, of Groups 1 and 3 rated competency J8 (Test external equity by conducting salary and benefit surveys) as "Extremely Important," compared to 38.2% of Group 2.

Discussion - Table 3.15

Group 2 achieved the highest percentage of responses for any of the groups and ratings (42.1%) under the rating "Considerably Important," as well as the second highest percentage of responses (36.8%) under the rating "Extremely Important." Group 1 achieved the third highest percentage of responses (35.1%) under the rating "Extremely Important." While the majority of respondents in each group assessed competency J11 (Communicate with employees about compensation and benefit programs through a variety of channels) as "Considerably Important" or "Extremely Important," 78.9% of Group 2 respondents did so in comparison with 59.4% and 54.3%, respectively, of Groups 1 and 3.

Table 3.15

Cross-Tabulation of Competency J11 by Rating of Importance and HRM Years of Experience

(Communicate with employees about compensation and benefit programs through a variety of channels)

Competency	Group 1 0-5 Yrs	Group 2 6-15 Yrs	Group 3 16-37 Yrs	Row Totals
Not Important	12 (32.4%)	7 (12.3%)	11 (31.4%)	30 (23.3%)
Somewhat Important	3 (8.1%)	5 (8.8%)	5 (14.3%)	13 (10.1%)
Considerably Important	9 (24.3%)	24 (42.1%)	10 (28.6%)	43 (33.3%)
Extremely Important	13 (35.1%)	21 36.8%)	9 (25.7%)	43 (33.3%)
Column Totals	37	57	35	129

Summary Discussion on Tables 3.1 to 3.15

HRM practitioners with five years or less experience tended to rate these competencies as less important than those practitioners with more experience. In seven of the 14 competencies, the highest percentage of responses fell under the rating "Not Important." Those with 6 to 15 years' experience tended to rate these competencies as more important than those with less and those with more experience. In 10 of the 14 competencies, the highest percentage of responses fell under the rating "Extremely Important."

HRM practitioners with 16 or more years of experience tended to be more diverse in their responses. These practitioners rated 6 of the 14 competencies at a very similar level as respondents with 6 to 15 years' experience, and 2 competencies at a similar level as respondents with 5 years of experience or less. These practitioners also rated the remaining 6 competencies to be more important than did respondents with 5 years or less experience, but less important than did respondents with 6 to 15 years' experience. In 7 of the 14 competencies, the highest percentage of responses was under the rating "Extremely Important," but in 3 of these cases another rating achieved the same percentage ("Not Important" in 2 cases; "Considerably Important" in 1 case).

To provide broad meaning to the findings from the cross-tabulation analysis, and to formulate conclusions, Table 3.16 presents a summary of the 14 competencies that displayed $p \leq 0.05$. The summary is portrayed by HRM competency segments, and delineates the percentage differences of the combined responses to the importance ratings for "Considerably Important" and "Extremely Important" between HRM experience Groups 1 and 2 and Groups 2 and 3.

Discussion - 3.16

Assessment of importance increased with experience in all cases between Group 1 and Group 2. In most cases the difference between Group 1 and Group 2 assessments was significant: in 11 of the 14 competencies the difference was 12.4% or higher.

In 6 of the 14 competencies, the assessment of importance was very similar (within 4%) between Group 2 and Group 3. The assessment of importance of the remaining 8 competencies dropped off significantly (14% or more).

Four of the competencies (A13, A25, G12 and G13) fell under the "Strategic" competency segment. With all 4 competencies, assessment of importance increased with experience beyond 5 years but 3 decreased with experience beyond 15 years.

Table 3.16

Summary of Competencies by Percentage of Respondents Rating "Considerably Important" or "Extremely Important" and HRM Years of Experience

Competency Segment	Group 1 0-5 Yrs	Group 2 - Group 1 Difference	Group 2 6-15 Yrs	Group 3 - Group 2 Difference	Group 3 16-37 Yrs
Strategic					
A13	86.5	2.6	89.1	-23.5	65.6
A25	63.9	20.6	84.5	0.8	85.3
G12	77.8	9.7	87.5	-16.9	70.6
G13	68.4	6.6	75.0	-22.0	53.0
Core HRM Generalist					
C13	79.0	12.4	91.4	-25.7	65.7
C19	38.3	24.2	62.5	-14.0	48.5
D8	51.7	16.7	68.4	0.1	68.5
D9	56.3	13.9	70.2	-1.6	68.6
Specialist					
I-1	35.4	12.8	48.2	-16.8	31.4
J4	25.0	23.1	48.1	0.4	48.5
J5	28.1	16.5	44.6	3.9	48.5
J7	41.2	27.3	68.5	0.1	68.6
J8	51.4	14.1	65.5	-14.0	51.5
J11	59.4	19.5	78.9	-24.6	54.3

Four of the competencies (C13, C19, D8 and D9) fell under the "core HRM generalist" competency segment. In all cases, assessment of importance increased with experience beyond five years, but decreased with the two Category C (Staff the Organization) competencies and one Category D competency (Design and Evaluate Jobs) with experience beyond 15 years.

Six competencies (I1, J4, J5, J7, J8 and J11) fell under the "specialist" competency segment. In all cases, assessment of importance increased with experience beyond five years. This assessment remained similar with experience beyond 15 years in three of the Category J (Develop and Utilize Total Compensation) competencies, but it decreased again in two of the Category J competencies as well as in the Category I (Promote and Maintain the Well-being of Employees) competency.

Since only 14 of the 220 competencies reflected a significant p value attributed to relationships between the rated importance of each competency and the survey participants' years of experience in the HRM field, the relationship may be one of chance and any inferences based on the data must be made with caution.

Based on the above findings, the conclusions and recommendations are discussed in Chapter V.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Data analyses conducted provides the basis for the findings, conclusions and recommendations in answer to the research questions about the importance of the HRM profile's competencies and the relationships between the importance of a competency and the survey participants' years of experience in the HRM field.

Specific research questions were:

1. What is the importance of the competencies identified by HRM practitioners working in Edmonton, Alberta, and the surrounding area?
2. What are the relationships between the importance of a competency and the survey participants' years of experience in the HRM field?

Conclusions

Importance of the HRM Survey Competencies

The inquiry into Sub-Problem 1 was developed through the analysis of 130 separate competencies presented in a series of interrelated tables. This approach was selected to reduce the data to a more manageable size, while providing an ample data base upon which to formulate findings and conclusions.

Analysis of the competencies in each category identified a pattern of importance. Using the ratings of importance definitions and the category means, the following patterns emerged:

1. High Importance - Categories A (3.06) and G (3.05);
2. Moderate Importance - Categories F (2.82), C (2.81), D (2.78), E (2.77), B (2.66) and I (2.60); and,
3. Moderately Low Importance - Categories J (2.51), K (2.50) and H (2.43).

These patterns were supported by the analysis of the 25 top- and bottom-rated competencies: 24 of the top-rated competencies were in the "High Importance" categories (A and G) and 18 of the bottom-rated competencies were in the "Moderately Low Importance" categories (J, K and H).

The importance patterns also related closely to the HRM working model. Categories A (Facilitate the Development of an Effective Organization) and G (Design Processes to Facilitate Positive Employee Relations [Union and Non-union]) most often reflected competencies primarily strategic in nature. This strategic focus involved direct service to the line, for example, "coach and counsel with line management" and "consult with line to establish baseline of organizational effectiveness," or influencing organizational culture or environment, for example, "reflect the code of ethics of the organization" and "influence and reflect senior management philosophy and mission within the organizational culture."

Categories F (Design, Plan and Co-implement a Performance Management System), C (Staff the Organization), D (Design and Evaluate Jobs) and E (Facilitate Career Development) reflected the traditional core HRM generalist functions required to provide direct services to the line such as staffing, job evaluation, performance management, and career development.

Categories B (Educate, Train and Develop Staff), I (Promote and Maintain the Well-being of Employees), J (Develop and Utilize Total Compensation), K (Develop and Utilize Human Resource Information Systems) and H (Design Processes to Facilitate Positive Union Relations) reflected specialist functions. It was only in this area that the working model failed to correlate exactly with the importance rating patterns, with B and I falling into the "Moderate Importance" grouping and J, K and H falling into the "Moderately Low Importance" grouping. It may be that B and I were considered to be more important because they involved working directly with the line, whereas J, K and H tended to be corporate, non-direct service functions.

The view that assessment of importance increased for those competencies involving direct service to the line is supported by the analysis of the five top- and bottom-rated competencies in each category. In reviewing the two "High Importance" categories (A and G), for example, those competencies receiving the highest ratings tended to involve the line: "coach and counsel with line management"; "assist line managers in developing the skills to use HR tools and processes"; "interpret and administer corporate policy"; "influence and reflect senior management philosophy and mission within the organizational culture." On the other hand, those competencies receiving the lowest ratings tended to be corporate or administrative: "gather data important to an organizational intervention"; "administer employee recognition programs"; "maintain balance and consistency between/among work units"; "use mediation to resolve conflicts."

The same trend appeared to a lesser degree in reviewing the three "Moderately Low Importance" categories (J, K and H). The top-rated competencies tended to include some services to the line, such as "assist managers with grievance resolution," "communicate with employees about compensation and benefit programs" and "assist managers with grievance resolution." The bottom-rated competencies, however, were distinctly corporate and/or administrative; for example, "represent management at arbitration hearings," "identify alternative elements of compensation," and "integrate information systems."

The above findings suggest that a modification should be made to the HRM working model (see Figure 2), as specified in Chapter III, to better reflect the importance of the competencies identified in the survey questionnaire. The modification would result in the following changes to the model: the "Core HRM Generalist" competency segment would be replaced with a segment labelled "Direct Service" competencies, and the "Specialist" competency segment would be replaced with a segment labelled "Corporate" competencies.

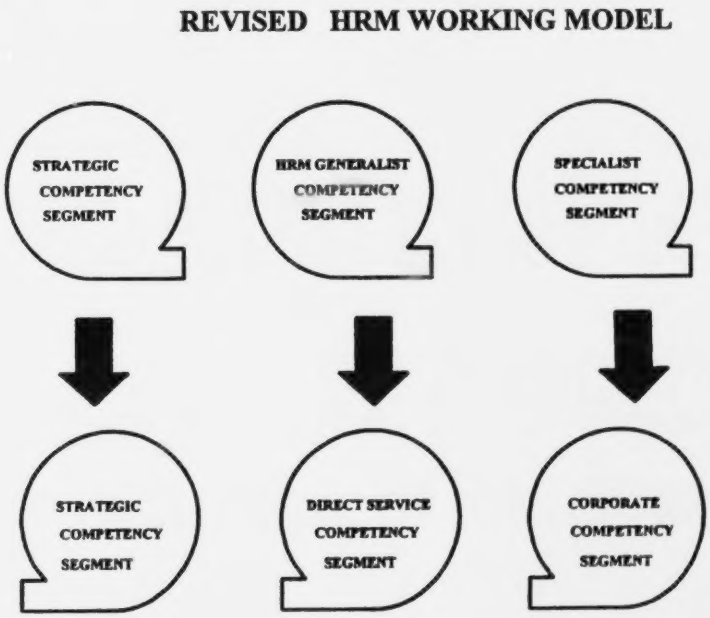
REVISED HRM WORKING MODEL
STRATEGIC COMPETENCY SEGMENT
HRM GENERALIST COMPETENCY SEGMENT
SPECIALIST COMPETENCY SEGMENT
STRATEGIC COMPETENCY SEGMENT
DIRECT SERVICE COMPETENCY SEGMENT
CORPORATE COMPETENCY SEGMENT

Figure 2. Revised HRM Working Model

The first change from the core HRM generalist competency segment description to that of the direct service competency segment was necessary to reflect the view that assessment of importance increased for those competencies involving direct service to the line. The second change from the specialist competency segment description to that of the corporate competency segment was introduced to reflect the view that although the competencies were specialist in nature, they also involved little direct service to the line and primarily supported corporate processes and systems to fulfil the corporate mandate.

This modified working model resulted in the category competencies being distributed into the following HRM competency segments:

- Strategic Competencies - (Categories A and G)
- Direct Service Competencies - (Categories F, C, D, E, B and I)
- Corporate Competencies - (Categories J, K and H)

While each of these competency segments are important HRM functions, the highest importance is placed--correctly, according to Andrews' (1986) Strategic Planning Model -- on strategic functions first. This finding suggests that HRM practitioners are striving to adopt a more proactive approach to the delivery of their services. Rather than focusing on traditional HRM functions, they recognize the importance of strategic partnerships with line managers.

Differences Between the Importance of Each Competency and the Participants' Years of HRM Experience

The inquiry into the Sub-Problem 2 was developed using the 220 competencies as a data base. Only 14 competencies reflected significant p values attributed to differences between the importance of the competencies and the survey participants' years of experience in the HRM field. These competencies were: A13, A25, C13, C19, D8, D9, G12, G13, I1, J4, J5, J7, J8 and J11.

Since only 14 competencies out of 220 reflected a significant p value attributed to differences between the importance of the competencies and the survey participants' years of experience in the HRM field, experience does not appear to be a significant factor in assessing importance. No pattern readily appeared among the 14 competencies that would explain why they displayed a significant p value. Four competencies fell under the "High Importance" categories, five under the "Moderate Importance" categories, and five under the "Moderately Low Importance" categories. For each of the 14 competencies that displayed a significant p value, very similar competencies can be found which did not show such a correlation. For example, in Category A, "influence and effect organization change" displayed a significant p value, whereas two similar competencies -- "manage process of adapting to change" and "help organization adjust resources to ensure it is meeting organizational change" -- did not. This finding further supports the probability that the relationship between years of HRM experience and assessment of importance in these 14 cases is due to chance.

One interesting, although not surprising, trend that appeared in the 14 competencies that reflected a significant p value relates to rating of importance, which increased with experience beyond five years. It was most noticeable with competencies rated as "Moderately Low." One could speculate that HRM practitioners with limited experience may have had little or no exposure to these corporate functions. Therefore, they had no strong sense of their importance in comparison to practitioners who had more experience and who may have actually work in one or more of the corporate specialty areas.

Recommendations

The recommendations of this study are as follows:

1. As HRM practitioners attempt to cope with the rapidly changing corporate environment, they will not be able to rely on reactive service delivery models to forge their strategic partnerships with management. It is essential that they adopt a proactive service

delivery model that encompasses the strategic competencies identified in this study.

2. This study identified that competencies involving a direct service to the line received a higher rating of importance than those that did not. Educational institutions and professional HRM associations should ensure that their educational programs are designed to emphasize this focus in their curricula.
3. A finding of this study was a tendency for rating of importance of the competencies to increase for respondents with experience beyond five years and to decline for respondents with more than 15 years of experience. This would be an interesting area for further study, to determine whether other factors, such as level in the organization, age, or job function, have any relation to rating of importance.

This study indicates that HRM practitioners understand the importance of proactive, strategic delivery of service to the line. Organizations that reinforce this focus by providing training, coaching and recognition in these competency areas will benefit through high quality service from their HRM staff.

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APPENDIX A

HRM SURVEY AND COVERING LETTER

APPENDIX A
HRM SURVEY AND COVERING LETTER

**Grant MacEwan
Community College**

Mailing Address
P.O. Box 1796,
Edmonton, Alberta
Canada T5J 2P2

18 June 1992

Dear Member:

The Personnel Association of Edmonton and Grant MacEwan Community College have joined forces to research the educational needs of the Human Resource community. We have compiled valuable information but we now need your help. Would you please review and react to our findings? In case you are not already familiar with the study, an overall outline along with the names of the workshop participants is enclosed.

Your participation is extremely important. We will be using your opinions, and those of your colleagues, to refine our results. Please take the time to complete the enclosed document and return it to us in the large envelope provided.

Enclosed you will also find a Participation Form. Its sole purpose is to help reduce the number of follow-up contacts that may be necessary due to mail delays or vacation interruption. Please complete it and mail it in the small envelope after you have finished the survey.

Thank you for supporting this project. It will have direct benefits for the Human Resource community. We will be reporting the study results and implementation plan to all PAE members in October 1992.

Please feel free to contact Pauline Collette who is in charge of data validation and compiling at 463-3572 or myself at 441-4786.

Hugh Cowley

Dr. Hugh Cowley, CHRP
Human Resource Management Project Coordinator

P.S. Generic Management Competencies for the HR professional are being addressed in a separate process.

Seventh Street Plaza North
10030 - 107 Street
T5J 3E4
(403) 441-4600

Jasper Place Campus
10045 - 156 Street
T5P 2P7
(403) 483-4411

Cromdale Campus
8020 - 118 Avenue
T5B 0R8
(403) 477-0200

Mill Woods Campus
7319 - 29 Avenue
T6K 2P1
(403) 462-5501

Human Resource Management

Personnel
Association of Edmonton
&
Grant MacEwan
Community College

A JOINT VENTURE IN HUMAN RESOURCE MANAGEMENT RESEARCH

April 30th marked the beginning of a comprehensive three-phase study.

RESEARCH OBJECTIVE

To develop a competency-based profile of the multi-dimensional human resource (HR) management profession.

PURPOSE OF THE STUDY

To provide the base of current information necessary to design and implement an extensive array of highly flexible, competency-based, HR management credit courses.

BACKGROUND

In 1989 Grant MacEwan Community College (GMCC) conducted a needs assessment survey throughout the Edmonton HR community. The evidence overwhelmingly indicated a need for greater access to high quality HR training at all levels: entry, continuing, and advanced. In 1990 further research, conducted by GMCC in cooperation with the Personnel Association of Edmonton (PAE) and the Human Resources Institute of Alberta (HRIA), reconfirmed the earlier conclusion.

METHODOLOGY

GMCC is using the DACUM (Developing a Curriculum) workshop process to gather the profile information. DACUM workshops provide the opportunity for experts, who currently practice within a profession, to define the competencies required in that profession. The result of the workshops is a comprehensive profile of the major areas of responsibility in a profession, and the tasks to be performed in each major area. This profile helps determine: 1) which competencies should be taught within an educational program; and 2) how the competencies should be packaged into courses. The DACUM process is an excellent method of ensuring that new programs (and stand alone cpurses) match the needs of the profession and specialties therein that they intend to serve. The workshop is usually one or two days long and is led by a facilitator. However, because of the multi-dimensional nature of the HR management profession, this study was expanded to four workshops over a six day period, under the leadership of an eight person joint research team from GMCC and the University of Alberta (U of A).

SCHEDULE

PHASE 1: DACUM #1 APRIL 30, 1992

The participants were senior members of the HR profession who possess a broad HR perspective. Their task was to develop an overview profile of the bodies of knowledge used in the HR profession.

PHASE 2: DACUM #2A MAY 22 & 23, 1992
DACUM #2B MAY 29 & 30, 1992

The participants represented a cross-section of practioners in HR specialty areas. Their task was to conduct an analysis of the competencies required within the major bodies of knowledge in the HR profession.

Following these DACUMs, the compiled information is validated by circulation to all 380 members of the PAE. The response from the membership will be compiled and analyzed for use in the final DACUM.

PHASE 3: DACUM #3 SEPTEMBER 18, 1992

The participants will finalize the profile developed in the previous two phases. They will also provide input on course configurations and the organization of teams that will focus on: 1) content; 2) methods of delivery; 3) instructor sources; and 4) continuous monitoring and updating of implemented streams of instruction.

NOTE: Generic Management Competencies for the HR professional are being addressed in a separate process.

REPORTING

The study results and implementation will be ready for reporting in October 1992.

RESEARCH TEAM

Hugh Cowley - Project Coordinator (GMCC)
Art Dean - DACUM Master (U of A)
Ann Wilson - Assistant DACUM Master (GMCC)
Joan Patrick - DACUM Analyst (GMCC)
Joanne Christie - DACUM Recorder (GMCC)
Pauline Collette - Data Validation and Compilation (U of A)
Ingrid Stammer - Graphic Design (U of A)
Mark Arnison - Manager, Business Outreach (GMCC)
Sharon Patriquin - Liaison (PAE)
Jim Sanderson - Liaison (PAE)
Eldon Emerson - Liaison (HRIA)
Trevor Axworthy - Liaison (HRIA)

DACUM WORKSHOP PARTICIPANTS

Randy Bell
Attorney General's Office

Dan Bingham
Right Associates

Michael Borowski
B.N. Shepp & Associates Limited

Sharon Bradburn
Alberta Blue Cross

Gilbert Briscoe
Edmonton Ambulance Authority

Roger Buzak
ED TEL

John Campbell
Alberta Transportation

Malcolm Chadwick
AGT Limited

Eldon Emerson
Murray Axmith Western Limited

Audrey Eremenko
Workers' Compensation Board

Mark Hatley
Northwestern Utilities Limited

Claire Ingles
Caritas Health Group

Kay Johnston
AGT Limited

Barry Jones
St. Albert Protestant School Board

Jim Loree
Hewlett-Packard (Canada) Limited

Brian McClelland
Sherritt Gordon Limited

Angela Moffatt
Alberta Blue Cross

Terry Moore
Alberta Power Limited

Darleen Odegard
Caritas Health Group

Darwin Park
Davies, Park & Associates

Sharon Patriquin
Campbell Douglas Randall & Associates

Kathleen Preclaw
PCL Constructors Inc.

Brian Reid
The Capital Care Group

Eileen Turner
Alberta Motor Association

Murray Wade
Right Associates

DESIGN OF THE SURVEY

The survey is designed to give you an overall perspective of the profile information collected through the DACUM workshops. It describes the major categories of responsibility in the HR profession and the competencies to be performed in each major category. These were identified with the help of the following statement as a reference point:

> The multi-dimensional human resource professional should be able to. . .

1. CATEGORIES

The major category of responsibility is identified by a single letter of the alphabet and can be found in the box highlighted with a black band.

In the following example

I
Promote and
Maintain the
Well-being of
Employees

the category Promote and Maintain the Well-being of Employees is identified by the heading I.

In an another example

K
Develop and
Utilize Human
Resource
Information
Systems

the category Develop and Utilize Human Resource Information Systems is identified by the heading K.

There are eleven (11) categories of responsibility.
They are:

- A - Facilitate the Development of an Effective Organization
- B - Educate, Train & Develop Staff
- C - Staff the Organization
- D - Design & Evaluate Jobs
- E - Facilitate Career Development
- F - Design, Plan & Co-implement a Performance Management System
- G - Design Processes to Facilitate Positive Employee Relations
- H - Design Processes to Facilitate Positive Union Relations
- I - Promote & Maintain the Well-being of Employees
- J - Develop and Utilize Total Compensation
- K - Develop and Utilize Human Resource Information Systems

2. COMPETENCIES

The competencies to be performed in each category are identified by a number and can be found in the boxes that follow the category heading.

In this example

I	Promote and Maintain the Well-being of Employees	1. Design and develop Employee Assistance Programs (EAP).	2. Promote a healthy workplace (ergonomics, workplace environmental issues, air quality, lighting).	3. Promote a balanced lifestyle.

1, 2, and 3 identify individual competencies which are associated with category I - Promote and Maintain the Well-being of Employees.

In the following example

K	Develop and Utilize Human Resource Information Systems	1. Plan for HR information needs.	2. Predict information needs of organization.	3. Project information needs of organization.

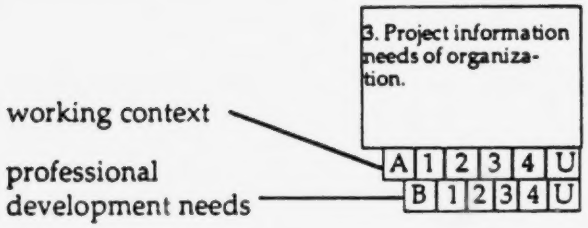
1, 2, and 3 identify competencies which are associated with category K - Develop and Utilize Human Resource Information Systems.

The number of competencies varies in each category. The shortest category includes 8 competencies, while the longest includes 34.

3. RATING-SCALES

Two areas in the survey will give you the opportunity to react to our findings as they relate first to your working context and secondly to your professional development needs.

In this example


3. Project information needs of organization.
working context
professional development needs
A 1 2 3 4 U
B 1 2 3 4 U

the top numbered line, or the A line, will be gathering your responses in regards to your working context, while the bottom numbered line, or the B line, will be seeking information in regards to your professional development needs.

4. PROFESSIONAL DEVELOPMENT ASSESSMENT

INVENTORY (OPTIONAL FEATURE)

As an added optional feature, you can use this survey to help you prioritize your professional development needs. If you are interested, fill out the Professional Development Assessment Inventory which has been included in the package of materials. This Inventory has been supplied for your own personal use and should not be returned with the completed survey.

INSTRUCTION SHEET

Please respond to the next two statements for each competency.

STATEMENT A

Using the key that follows please cross (X) the number that best describes how important this competency is to successfully carry out your responsibilities as a human resource professional.

1 = Not Important
2 = Somewhat Important
3 = Considerably Important
4 = Extremely Important

U = If you are unable to judge the competency please cross off the box identified as U.

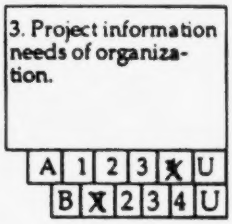
STATEMENT B

Using the key that follows please cross (X) the number that best describes your level of professional development need in this competency.

1 = No Need
2 = Low Need
3 = Moderate Need
4 = High Need

U = if you are unable to judge the competency please cross off the box identified as U.

In the following example



3. Project information needs of organization.

A	1	2	3	X	U
B	X	2	3	4	U

priority 4 on line A and priority 1 on line B have been identified for this competency.

A - Best describes how important each competency is to **successfully carry out your responsibilities.**
1 = Not Important 2 = Somewhat Important 3 = Considerably Important 4 = Extremely Important U = Unable to Judge

B - Best describes your level of **professional development need** in this competency.
1 = No Need 2= Low Need 3 = Moderate Need 4 = High Need U = Unable to Judge

A Facilitate the Development of an Effective Organization

1. Assist in effective organizational policy development. A 1 2 3 4 U B 1 2 3 4 U	2. Help organization to define its cultural norms, values, beliefs, and mission. A 1 2 3 4 U B 1 2 3 4 U	3. Recognize formal and informal cultural norms, values, and beliefs that exist in the organization. A 1 2 3 4 U B 1 2 3 4 U	Please do not write in this column _ _ _ - 1 ID Rec 5 - 10
4. Facilitate the implementation of cultural norms, values, and beliefs desired by the organization. A 1 2 3 4 U B 1 2 3 4 U	5. Consult with 'line' to establish baseline of organizational effectiveness. A 1 2 3 4 U B 1 2 3 4 U	6. Contribute to the establishment of organizational objectives. A 1 2 3 4 U B 1 2 3 4 U	11 - 16
7. Influence organizational performance to improve position in tomorrow's market place. A 1 2 3 4 U B 1 2 3 4 U	8. Measure the gap between client determined service and service actually given. A 1 2 3 4 U B 1 2 3 4 U	9. Provide linkages between and among organizational units. A 1 2 3 4 U B 1 2 3 4 U	17 - 22
10. Coach and counsel with line management. A 1 2 3 4 U B 1 2 3 4 U	11. Assist in the identification of the tools and processes that are appropriate for line managers. A 1 2 3 4 U B 1 2 3 4 U	12. Assist line managers in developing the skills to use HR tools and processes. A 1 2 3 4 U B 1 2 3 4 U	23 - 28
13. Determine HR needs for all levels of employees and provide appropriate service. A 1 2 3 4 U B 1 2 3 4 U	14. Define role and philosophy of intervention. A 1 2 3 4 U B 1 2 3 4 U	15. Gather data important to an organizational intervention. A 1 2 3 4 U B 1 2 3 4 U	29 - 34
16. Assess when and if intervention is required and at what level of the organization. A 1 2 3 4 U B 1 2 3 4 U	17. Determine intervention action that needs to be put forward (how, when). A 1 2 3 4 U B 1 2 3 4 U	18. Make recommendations for approval and endorsement of interventions. A 1 2 3 4 U B 1 2 3 4 U	35 - 40

A - Best describes how important each competency is to successfully carry out your responsibilities.
1 = Not Important 2 = Somewhat Important 3 = Considerably Important 4 = Extremely Important U = Unable to Judge

B - Best describes your level of professional development need in this competency.
1 = No Need 2= Low Need 3 = Moderate Need 4 = High Need U = Unable to Judge

Please do not write in this column

A Facilitate the Development of an Effective Organization

19. Be aware and help the organization adapt to external (societal) influences and changing value systems.
A 1 2 3 4 U
B 1 2 3 4 U

20. Adapt to and manage the out-sourcing of a variety of functions.
A 1 2 3 4 U
B 1 2 3 4 U

21. Provide senior executives with organizational solutions, not problems.
A 1 2 3 4 U
B 1 2 3 4 U

41 - 46

22. Administer employee recognition programs.
A 1 2 3 4 U
B 1 2 3 4 U

23. Support the creation and development of a learning organization.
A 1 2 3 4 U
B 1 2 3 4 U

24. Analyze and assess the need for organizational change.
A 1 2 3 4 U
B [illegible] 3 4 U

47 - 52

25. Influence and effect organizational change.
A 1 2 3 4 U
B 1 2 3 4 U

26. Establish and develop support systems to help 'line' prepare for and react to change.
A 1 2 3 4 U
B 1 2 3 4 U

27. Manage process of adapting to change.
A 1 2 3 4 U
B 1 2 3 4 U

53 - 58

28. Help organization to adjust resources to ensure it is meeting organizational change.
A 1 2 3 4 U
B 1 2 3 4 U

29. Ensure organizational changes are "in sync" with organizational objectives.
A 1 2 3 4 U
B 1 2 3 4 U

30. Design, develop, select, and use assessment tools (employment surveys, performance measurement).
A 1 2 3 4 U
B 1 2 3 4 U

59 - 64

31. Design, develop, select, and use measurement tools (employment surveys, performance measurement).
A 1 2 3 4 U
B 1 2 3 4 U

65 - 66

B Educate, Train, and Develop Staff

_ _ _ - 2
ID Rec

1. Determine current and future job needs.
A 1 2 3 4 U
B 1 2 3 4 U

2. Define needs (measure/define current state, describe desired state, measure gap).
A 1 2 3 4 U
B 1 2 3 4 U

3. Analyze the gap and determine recommendations.
A 1 2 3 4 U
B 1 2 3 4 U

5 - 10

A - Best describes how important each competency is to **successfully carry out your responsibilities**.
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B - Best describes your level of **professional development need** in this competency.
1 = No Need 2= Low Need 3 = Moderate Need 4 = High Need U = Unable to Judge

B Educate, Train, and Develop Staff

			Please do not write in this column
4. Recommend (present, sell, influence) training interventions. A 1 2 3 4 U B 1 2 3 4 U	5. Develop training plans (annual recertification, etc). A 1 2 3 4 U B 1 2 3 4 U	6. Prepare long term plans (3 - 5 yr. development plan). A 1 2 3 4 U B 1 2 3 4 U	11 - 16
7. Research and match training and development needs of organization with available resources. A 1 2 3 4 U B 1 2 3 4 U	8. Determine method and mode of delivery. A 1 2 3 4 U B 1 2 3 4 U	9. Consult, collaborate and negotiate with suppliers of training products and services. A 1 2 3 4 U B 1 2 3 4 U	17 - 22
10. Develop training contracts with suppliers. A 1 2 3 4 U B 1 2 3 4 U	11. Design, develop, modify training courses (curriculum). A 1 2 3 4 U B 1 2 3 4 U	12. Coordinate implementation of training. A 1 2 3 4 U B 1 2 3 4 U	23 - 28
13. Develop/train the trainer. A 1 2 3 4 U B 1 2 3 4 U	14. Conduct workshops, seminars, small learning groups. A 1 2 3 4 U B 1 2 3 4 U	15. Encourage employees to take ownership of learning environment. A 1 2 3 4 U B 1 2 3 4 U	29 - 34
16. Create/develop a "learning organization" for the individual employee. A 1 2 3 4 U B 1 2 3 4 U	17. Shape the employee's attitudes toward lifelong learning (educational assistance). A 1 2 3 4 U B 1 2 3 4 U	18. Create a culture and attitude towards lifelong learning (educational assistance). A 1 2 3 4 U B 1 2 3 4 U	35 - 40
19. Demonstrate the value of participation in training (for individuals and organization). A 1 2 3 4 U B 1 2 3 4 U	20. Provide processes and systems to line managers to assess value gain of training (indicators of value). A 1 2 3 4 U B 1 2 3 4 U	21. Facilitate a positive training environment (training facility, ergonomic issues). A 1 2 3 4 U B 1 2 3 4 U	41 - 46

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B - Best describes your level of **professional development need** in this competency.
1 = No Need 2= Low Need 3 = Moderate Need 4 = High Need U = Unable to Judge

B Educate, Train, and Develop Staff	22. Facilitate the evolution of a learning center. A 1 2 3 4 U B 1 2 3 4 U	23. Measure retention over time. A 1 2 3 4 U B 1 2 3 4 U	24. Administer educational assistance programs. A 1 2 3 4 U B 1 2 3 4 U	Please do not write in this column 47 - 52
C Staff the Organization	1. Develop policy for recruitment and selection that reflects corporate philosophy. A 1 2 3 4 U B 1 2 3 4 U	2. Develop a corporate recruitment strategy (how, levels, etc.). A 1 2 3 4 U B 1 2 3 4 U	3. Monitor environment to anticipate the effect of external changes on organization (demographics, legislative changes). A 1 2 3 4 U B 1 2 3 4 U	53 - 58
	4. Consult with the 'line' to assess the need for positions (rationalize and assess). A 1 2 3 4 U B 1 2 3 4 U	5. Establish a current position/person profile. A 1 2 3 4 U B 1 2 3 4 U	6. Establish a recruitment plan for a position. A 1 2 3 4 U B 1 2 3 4 U	59 - 64
	7. Utilize the recruitment options for a position. A 1 2 3 4 U B 1 2 3 4 U	8. Train the 'line' to perform selection process. A 1 2 3 4 U B 1 2 3 4 U	9. Use a range of techniques in defining positions. A 1 2 3 4 U B 1 2 3 4 U	65 - 70
	10. Use a range of techniques in building candidate pools. A 1 2 3 4 U B 1 2 3 4 U	11. Use a range of techniques in building candidate assessment options. A 1 2 3 4 U B 1 2 3 4 U	12. Use a range of techniques for administering the job offer process. A 1 2 3 4 U B 1 2 3 4 U	71 - 76
	13. Ensure/provide new employees receive appropriate orientation to the organization (environment, benefits, etc.). A 1 2 3 4 U B 1 2 3 4 U	14. Evaluate techniques used in defining positions, building candidate pools and candidate assessment options. A 1 2 3 4 U B 1 2 3 4 U	15. Develop interview processes/strategies to match the situation. A 1 2 3 4 U B 1 2 3 4 U	_ _ _ -3 ID Rec 5 - 10

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C Staff the Organization

			Please do not write in this column
16. Apply different interviewing techniques to accommodate different processes (hiring, disciplinary, etc.). A 1 2 3 4 U B 1 2 3 4 U	17. Manage outsourcing contracts (recruitment and individual employment contracts). A 1 2 3 4 U B 1 2 3 4 U	18. Manage redeployment process (internally and externally). A 1 2 3 4 U B 1 2 3 4 U	11 - 16
19. Manage outplacement as it relates to downsizing. A 1 2 3 4 U B 1 2 3 4 U	20. Design employment equity programs. A 1 2 3 4 U B 1 2 3 4 U	21. Influence educational systems to recognize the need to provide suitable candidates for positions. A 1 2 3 4 U B 1 2 3 4 U	17 - 22

D Design and Evaluate Jobs

1. Ensure job evaluation process matches the organizational philosophy. A 1 2 3 4 U B 1 2 3 4 U	2. Link organizational participation to job design process (including union participation). A 1 2 3 4 U B 1 2 3 4 U	3. Link job design to organizational effectiveness. A 1 2 3 4 U B 1 2 3 4 U	23 - 28
4. Determine methods/options for job evaluation. A 1 2 3 4 U B 1 2 3 4 U	5. Develop measurement criteria. A 1 2 3 4 U B 1 2 3 4 U	6. Conduct job analysis for design and job evaluation. A 1 2 3 4 U B 1 2 3 4 U	29 - 34
7. Design gender neutral systems (classification). A 1 2 3 4 U B 1 2 3 4 U	8. Determine bench mark positions and link to market value. A 1 2 3 4 U B 1 2 3 4 U	9. Ensure job design complements the job evaluation system. A 1 2 3 4 U B 1 2 3 4 U	35 - 40
10. Ensure/develop validation processes that keep job design on track and current. A 1 2 3 4 U B 1 2 3 4 U	11. Ensure pay equity in job evaluation process. A 1 2 3 4 U B 1 2 3 4 U	12. Ensure job design includes employment equity principles. A 1 2 3 4 U B 1 2 3 4 U	41 - 46

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1 = No Need 2= Low Need 3 = Moderate Need 4 = High Need U = Unable to Judge

Please do not write in this column

D Design and Evaluate Jobs

13. Facilitate the analysis of work flow patterns.
A 1 2 3 4 U
B 1 2 3 4 U

47 - 48

E Facilitate Career Development

1. Assist the organization in defining career development issues.
A 1 2 3 4 U
B 1 2 3 4 U

2. Assist in designing career development programs that are in line with corporate philosophy & which meet organizational needs.
A 1 2 3 4 U
B 1 2 3 4 U

3. Help employees understand the direction the organization is "going in".
A 1 2 3 4 U
B 1 2 3 4 U

49 - 54

4. Identify opportunities for employees to grow from a career development perspective.
A 1 2 3 4 U
B 1 2 3 4 U

5. Ensure employee understands own responsibility in career planning process.
A 1 2 3 4 U
B 1 2 3 4 U

6. Assist the employee to understand issues that affect career development.
A 1 2 3 4 U
B 1 2 3 4 U

55 - 60

7. Integrate managers into career development process.
A 1 2 3 4 U
B 1 2 3 4 U

8. Provide career counselling.
A 1 2 3 4 U
B 1 2 3 4 U

9. Understand and use assessment tools.
A 1 2 3 4 U
B 1 2 3 4 U

61 - 66

10. Design a workforce plan that fits the organization's needs.
A 1 2 3 4 U
B 1 2 3 4 U

11. Understand and administer succession processes.
A 1 2 3 4 U
B 1 2 3 4 U

12. Manage a skills inventory for succession planning.
A 1 2 3 4 U
B 1 2 3 4 U

67 - 72

F Design, Plan, and Co-implement a Performance Management System

_ _ _ - 4
ID Rec

1. Define the performance management system.
A 1 2 3 4 U
B 1 2 3 4 U

2. Determine what is to be accomplished with the performance management system.
A 1 2 3 4 U
B 1 2 3 4 U

3. Define the stakeholders in the performance management system.
A 1 2 3 4 U
B 1 2 3 4 U

5 - 10

A - Best describes how important each competency is to **successfully carry out your responsibilities.**
1 = Not Important 2 = Somewhat Important 3 = Considerably Important 4 = Extremely Important U = Unable to Judge

B - Best describes your level of **professional development need** in this competency.
1 = No Need 2= Low Need 3 = Moderate Need 4 = High Need U = Unable to Judge

F Design, Plan, and Co-implement a Performance Management System	4. Develop a framework for performance management. A 1 2 3 4 U B 1 2 3 4 U	5. Distinguish between individual performance management process and the framework which it fits. A 1 2 3 4 U B 1 2 3 4 U	6. Align performance management process with the organizational philosophy. A 1 2 3 4 U B 1 2 3 4 U	Please do not write in this column 11 - 16
	7. Adapt the performance management system to your organization. A 1 2 3 4 U B 1 2 3 4 U	8. Identify key performance indicators for the organization. A 1 2 3 4 U B 1 2 3 4 U	9. Identify key performance indicators for individuals. A 1 2 3 4 U B 1 2 3 4 U	17 - 22
	10. Identify standards for individual performance indicators. A 1 2 3 4 U B 1 2 3 4 U	11. Identify key performance indicators for teams. A 1 2 3 4 U B 1 2 3 4 U	12. Identify standards for team performance indicators. A 1 2 3 4 U B 1 2 3 4 U	23 - 28
	13. Design employee team-driven performance management systems. A 1 2 3 4 U B 1 2 3 4 U	14. Design a self-assessment component. A 1 2 3 4 U B 1 2 3 4 U	15. Tie in philosophy of continuous improvement to value. A 1 2 3 4 U B 1 2 3 4 U	29 - 34
	16. Create a sense of ownership of the performance management system. A 1 2 3 4 U B 1 2 3 4 U	17. Handle implementation issues. A 1 2 3 4 U B 1 2 3 4 U	18. Encourage employees to look at whole organization. A 1 2 3 4 U B 1 2 3 4 U	35 - 40
	19. Create sense of ownership to the mission. A 1 2 3 4 U B 1 2 3 4 U	20. Link organizational objectives to key performance indicators. A 1 2 3 4 U B 1 2 3 4 U	21. Link performance management to all planning (strategic, individual, career, training). A 1 2 3 4 U B 1 2 3 4 U	41 - 46

A - Best describes how important each competency is to **successfully carry out your responsibilities.**
1 = Not Important 2 = Somewhat Important 3 = Considerably Important 4 = Extremely Important U = Unable to Judge

B - Best describes your level of **professional development need** in this competency.
1 = No Need 2= Low Need 3 = Moderate Need 4 = High Need U = Unable to Judge

F Design, Plan, and Co-implement a Performance Management System

Please do not write in this column

22. Link performance management to individual's career development.
A 1 2 3 4 U
B 1 2 3 4 U

23. Link performance management to compensation system.
A 1 2 3 4 U
B 1 2 3 4 U

24. Link performance management system to needs of customer (internal and external).
A 1 2 3 4 U
B 1 2 3 4 U

47 - 52

25. Link performance management system to organizational financial situation.
A 1 2 3 4 U
B 1 2 3 4 U

26. Establish systematic planning process for performance management, evaluation, and reinforcement.
A 1 2 3 4 U
B 1 2 3 4 U

27. Train managers to do performance management (i.e. performance appraisal).
A 1 2 3 4 U
B 1 2 3 4 U

53 - 58

28. Evaluate employees' performances based on the performance management system and performance indicators.
A 1 2 3 4 U
B 1 2 3 4 U

29. Determine the customer's evaluation of service (performance).
A 1 2 3 4 U
B 1 2 3 4 U

30. Support line managers in providing on-going feedback to employees.
A 1 2 3 4 U
B 1 2 3 4 U

59 - 64

31. Manage the corrective process within the performance management system.
A 1 2 3 4 U
B 1 2 3 4 U

32. Link individual's performance to organization's performance.
A 1 2 3 4 U
B 1 2 3 4 U

33. Continually monitor the performance management system to add value to all positions.
A 1 2 3 4 U
B 1 2 3 4 U

65 - 70

34. Link training and development with performance and compensation (buy-in for managers).
A 1 2 3 4 U
B 1 2 3 4 U

71 - 72

G Design Processes to Facilitate Positive Employee Relations (Union & Non Union)

_ _ _ -5
ID Rec

1. Ensure employee relations is a high priority in the organization.
A 1 2 3 4 U
B 1 2 3 4 U

2. Influence and reflect senior management philosphy, mission, within the organizational culture.
A 1 2 3 4 U
B 1 2 3 4 U

3. Reflect the code of ethics of the organization.
A 1 2 3 4 U
B 1 2 3 4 U

5 - 10

A - **Best describes how important each competency is to successfully carry out your responsibilities.**
1 = Not Important 2 = Somewhat Important 3 = Considerably Important 4 = Extremely Important U = Unable to Judge

B - Best describes your level of **professional development need** in this competency.
1 = No Need 2= Low Need 3 = Moderate Need 4 = High Need U = Unable to Judge

G Design Processes to Facilitate Positive Employee Relations (Union & Non Union)

Please do not write in this column

4. Interpret and administer corporate policy.
A 1 2 3 4 U
B 1 2 3 4 U

5. Interpret and administer corporate practice (guidelines).
A 1 2 3 4 U
B 1 2 3 4 U

6. Anticipate, interpret, and implement legislation (labor laws, human rights, etc).
A 1 2 3 4 U
B 1 2 3 4 U

11 - 16

7. Develop employee relations policy that meets today's/ tomorrow's needs.
A 1 2 3 4 U
B 1 2 3 4 U

8. Foster a positive employee relations philosophy/environment.
A 1 2 3 4 U
B 1 2 3 4 U

9. Help assimilate employee relations into organization.
A 1 2 3 4 U
B 1 2 3 4 U

17 - 22

10. Act as a change agent (eg. employee relations advisor).
A 1 2 3 4 U
B 1 2 3 4 U

11. Maintain balance and consistency between/among work units.
A 1 2 3 4 U
B 1 2 3 4 U

12. Explore options, consequences, and advice to assist managers in making the best decision for the individual and the organization.
A 1 2 3 4 U
B 1 2 3 4 U

23 - 28

13. Counsel, intervene, and refer employees at various levels.
A 1 2 3 4 U
B 1 2 3 4 U

14. Use mediation to resolve conflicts.
A 1 2 3 4 U
B 1 2 3 4 U

15. Facilitate conflict resolution.
A 1 2 3 4 U
B 1 2 3 4 U

29 - 34

16. Assist managers and employees with complaint resolution.
A 1 2 3 4 U
B 1 2 3 4 U

17. Assist employees to manage transitions that have significant impact on individuals.
A 1 2 3 4 U
B 1 2 3 4 U

18. Facilitate access to occupational health and safety, wellness, and Employee Assistance Programs (E.A.P.).
A 1 2 3 4 U
B 1 2 3 4 U

35 - 40

19. Facilitate referrals to occupational health and safety, wellness, and E.A.P.
A 1 2 3 4 U
B 1 2 3 4 U

20. Train field people in employee relations.
A 1 2 3 4 U
B 1 2 3 4 U

41 - 44

A - **Best describes how important each competency is to successfully carry out your responsibilities.**
1 = Not Important 2 = Somewhat Important 3 = Considerably Important 4 = Extremely Important U = Unable to Judge

B - **Best describes your level of professional development need in this competency.**
1 = No Need 2= Low Need 3 = Moderate Need 4 = High Need U = Unable to Judge

H Design Processes to Facilitate Positive Union Relations

Please do not write in this column

1. Foster a harmonious relationship with unions.
A 1 2 3 4 U
B 1 2 3 4 U

2. Use a proactive, collaborative approach to problem solving with unions.
A 1 2 3 4 U
B 1 2 3 4 U

3. Prepare, strategize, and participate in collective bargaining process.
A 1 2 3 4 U
B 1 2 3 4 U

45 - 50

4. Link negotiations to company strategic plans and workforce plans.
A 1 2 3 4 U
B 1 2 3 4 U

5. Interpret and administer collective agreements.
A 1 2 3 4 U
B 1 2 3 4 U

6. Assist managers with grievance resolution.
A 1 2 3 4 U
B 1 2 3 4 U

51 - 56

7. Administer grievance procedures.
A 1 2 3 4 U
B 1 2 3 4 U

8. Conduct research on grievance issues.
A 1 2 3 4 U
B 1 2 3 4 U

9. Prepare for grievance and arbitration.
A 1 2 3 4 U
B 1 2 3 4 U

57 - 62

10. Represent management at arbitration hearings.
A 1 2 3 4 U
B 1 2 3 4 U

11. Present management's position in arbitration.
A 1 2 3 4 U
B 1 2 3 4 U

12. Bring unions into out-sourcing (contracting out decisions).
A 1 2 3 4 U
B 1 2 3 4 U

63 - 68

I Promote and Maintain the Well-being of Employees

1. Design and develop E.A.P. programs.
A 1 2 3 4 U
B 1 2 3 4 U

2. Promote a healthy workplace (ergonomics, workplace environmental issues, air quality, lighting).
A 1 2 3 4 U
B 1 2 3 4 U

3. Promote a balanced lifestyle.
A 1 2 3 4 U
B 1 2 3 4 U

69 - 74

4. Promote wellness objectives & provide necessary training in stress, recreation, balancing work & family, pre-retirement
A 1 2 3 4 U
B 1 2 3 4 U

5. Promote congruence between job design, employee well-being and organizational needs (job rotation).
A 1 2 3 4 U
B 1 2 3 4 U

6. Promote quality of work life.
A 1 2 3 4 U
B 1 2 3 4 U

_ _ _ - 6
ID Rec

5 - 10

A - Best describes how important each competency is to successfully carry out your responsibilities.
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B - Best describes your level of professional development need in this competency.
1 = No Need 2= Low Need 3 = Moderate Need 4 = High Need U = Unable to Judge

Please do not write in this column

I **Promote and Maintain the Well-being of Employees**

7. Promote the well-being of employees through effective benefit design.
A 1 2 3 4 U
B 1 2 3 4 U

8. Ensure compliance with occupational health and safety regulations.
A 1 2 3 4 U
B 1 2 3 4 U

11 - 16

J **Develop and Utilize Total Compensation**

1. To provide assistance in identifying parameters of total compensation package to meet organizational needs.
A 1 2 3 4 U
B 1 2 3 4 U

2. Design compensation strategy to meet organization's philosophy.
A 1 2 3 4 U
B 1 2 3 4 U

3. Design/ develop compensation strategy to meet organization's needs.
A 1 2 3 4 U
B 1 2 3 4 U

17 - 22

4. Identify alternative elements of compensation (direct pay, variable pay).
A 1 2 3 4 U
B 1 2 3 4 U

5. Develop/determine compensation mix (basic pay, variable pay).
A 1 2 3 4 U
B 1 2 3 4 U

6. Develop/determine benefits package.
A 1 2 3 4 U
B 1 2 3 4 U

23 - 28

7. Tie compensation to job evaluation and performance management system.
A 1 2 3 4 U
B 1 2 3 4 U

8. Test external equity by conducting salary and benefit surveys.
A 1 2 3 4 U
B 1 2 3 4 U

9. Cost out planned compensation and benefit programs to ensure financial feasibility.
A 1 2 3 4 U
B 1 2 3 4 U

29 - 34

10. Provide training support for managers implementing compensation program.
A 1 2 3 4 U
B 1 2 3 4 U

11. Communicate with employees about compensation and benefit programs through a variety of channels.
A 1 2 3 4 U
B 1 2 3 4 U

12. Conduct/monitor on-going evaluation to ensure continued effectiveness.
A 1 2 3 4 U
B 1 2 3 4 U

35 - 40

13. Ensure compensation is within organizational policy, collective agreements, and legislation.
A 1 2 3 4 U
B 1 2 3 4 U

41 - 42

A - Best describes how important each competency is to successfully carry out your responsibilities.
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B - Best describes your level of professional development need in this competency.
1 = No Need 2= Low Need 3 = Moderate Need 4 = High Need U = Unable to Judge

K Develop and Utilize Human Resource Information Systems

1. Plan for HR information needs. A 1 2 3 4 U B 1 2 3 4 U	2. Predict information needs of organization. A 1 2 3 4 U B 1 2 3 4 U	3. Project information needs of organization. A 1 2 3 4 U B 1 2 3 4 U	Please do not write in this column 43 - 48
4. Incorporate HR components into the strategic plan of the organization. A 1 2 3 4 U B 1 2 3 4 U	5. Identify types and sources of information needed. A 1 2 3 4 U B 1 2 3 4 U	6. Identify support systems for the HR information system. A 1 2 3 4 U B 1 2 3 4 U	49 - 54
7. Identify users of information systems and their needs. A 1 2 3 4 U B 1 2 3 4 U	8. Identify levels of information systems. A 1 2 3 4 U B 1 2 3 4 U	9. Identify information system objectives. A 1 2 3 4 U B 1 2 3 4 U	55 - 60
10. Design information systems. A 1 2 3 4 U B 1 2 3 4 U	11. Ensure appropriate confidentiality of information systems. A 1 2 3 4 U B 1 2 3 4 U	12. Integrate a strong customer component into HR information systems. A 1 2 3 4 U B 1 2 3 4 U	61 - 66
13. Identify capabilities and limitations of existing system. A 1 2 3 4 U B 1 2 3 4 U	14. Ensure cost benefit of system. A 1 2 3 4 U B 1 2 3 4 U	15. Maintain security of information systems. A 1 2 3 4 U B 1 2 3 4 U	67 - 72
16. Conduct gap analysis process regarding information needs. A 1 2 3 4 U B 1 2 3 4 U	17. Determine sophistication of user needs. A 1 2 3 4 U B 1 2 3 4 U	18. Determine the cause/effect relationships within the system when changing a component of the system. A 1 2 3 4 U B 1 2 3 4 U	_ _ _ -7 ID Rec 5 -10

A - **Best describes how important each competency is to successfully carry out your responsibilities.**
1 = Not Important 2 = Somewhat Important 3 = Considerably Important 4 = Extremely Important U = Unable to Judge

B - **Best describes your level of professional development need in this competency.**
1 = No Need 2= Low Need 3 = Moderate Need 4 = High Need U = Unable to Judge

K Develop and Utilize Human Resource Information Systems

Please do not write in this column

19. Ensure compatible computer language between disciplines/departments.
A 1 2 3 4 U
B 1 2 3 4 U

20. Integrate information systems.
A 1 2 3 4 U
B 1 2 3 4 U

21. Identify interfaces and interface information system with other systems.
A 1 2 3 4 U
B 1 2 3 4 U

11 - 16

22. Link the information system with the decision making process.
A 1 2 3 4 U
B 1 2 3 4 U

23. Maintain succinctness in formatting data.
A 1 2 3 4 U
B 1 2 3 4 U

24. Train/inform users to ensure full utilization of HR information system.
A 1 2 3 4 U
B 1 2 3 4 U

17 - 22

25. Tie the HR information system in with the payroll function.
A 1 2 3 4 U
B 1 2 3 4 U

26. Gather employment and other relevant work statistics on individuals in the organization.
A 1 2 3 4 U
B 1 2 3 4 U

27. Store employment and other relevant work statistics on individuals in the organization.
A 1 2 3 4 U
B 1 2 3 4 U

23 - 28

28. Process information systems in a manner that provides useful data.
A 1 2 3 4 U
B 1 2 3 4 U

29. Maximize/apply new technologies.
A 1 2 3 4 U
B 1 2 3 4 U

30. Establish review systems.
A 1 2 3 4 U
B 1 2 3 4 U

29 - 34

31. Keep system current and relevant.
A 1 2 3 4 U
B 1 2 3 4 U

32. Conduct on-going review of system (post-implementation review).
A 1 2 3 4 U
B 1 2 3 4 U

35 - 40

RESPONDENT INFORMATION

Please do not write in this column

Your written responses to the questions in the following section will help provide demographic information which will provide the opportunity for group statistical analysis with respect to HR professionals.

Your present position title: 41

Number of years in your present position: 42 -43

Number of years experience in the human resource field: 44 - 45

Educational background (please indicate each category that applies):

High school	______	46
College certificate or diploma	______	47
Industry certificate or diploma	______	48
Some college or university	______	49
Undergraduate degree	______	50
Graduate degree	______	51

Type of organization you work in:

Profit ______
Non-profit ______
Government ______
Other (Please specify): ______

______________________________ 52

Please do not write in this column

Major business of the organization:

Government ________
Financial ________
Legal ________
Technical ________
Medical/Health Care ________
Education ________
Communication ________
Other (please specify) ________________ 53 - 54

____

Number of employees in your firm/organization:

Less than 50 ________
50 - 499 ________
500 - 999 ________
1000+ ________ 55

Age:

under 25 ________
25 - 34 ________
35 - 44 ________
45 - 54 ________
55 - 64 ________
65 & over ________ 56

Gender:

Male ________
Female ________ 57

Thank you for taking the time to complete the survey. Please feel free to make any comments or suggestions on this page.

APPENDIX B

MEAN VALUES BY CATEGORY AND SEQUENTIAL IMPORTANCE

APPENDIX B

Mean Values by Category and Relative Sequential Importance

CATEGORY A. Facilitate the Development of an Effective Organization

COMPETENCIES	MEANS
A1. Assist in effective organizational policy development.	3.02
A2. Help organization to define its cultural norms, values, beliefs, and mission.	3.00
A3. Recognize formal and informal cultural norms, values, and beliefs that exist in the organization.	3.24
A4. Facilitate the implementation of cultural norms, values, and beliefs desired by the organization.	3.14
A5. Consult with 'line' to establish baseline of organizational effectiveness.	3.24
A6. Contribute to the establishment of organizational objectives.	3.22
A7. Influence organizational performance to improve position in tomorrow's marketplace.	3.02
A8. Measure the gap between client determined service and service actually given.	3.13
A9. Provide linkages between and among organizational units.	2.95
A10.Coach and counsel with line management.	3.53
A11.Assist in the identification of the tools and processes that are appropriate for line managers.	3.18
A12.Assist line managers in developing the skills to use of HRM tools and processes.	3.30
A13.Determine HRM needs for all levels of employees and provide appropriate service.	3.27
A14.Define role and philosophy of intervention.	2.72
A15.Gather data important to an organizational intervention.	2.67
A16.Assess when and if intervention is required and at what level of the organization.	2.89
A17.Determine intervention action that needs to be put forward (how, when).	2.94
A18.Make recommendations for approval and endorsement of interventions.	2.95
A19.Be aware and help the organization adapt to external (societal) influences and changing value systems.	3.15

COMPETENCIES	MEANS
A20. Adapt to and manage the out sourcing of a variety of functions.	2.63
A21. Provide senior executives with organizational solutions, not problems.	3.23
A22. Administer employee recognition programs.	2.54
A23. Support the creation and development of a learning organization.	3.20
A24. Analyze and assess the need for organizational change.	3.06
A25. Influence and effect organizational change.	3.20
A26. Establish and develop support systems to help 'line' prepare for and react to change.	3.17
A27. Manage process of adapting to change.	3.15
A28. Help organization adjust resources to ensure it is meeting organizational change.	3.04
A29. Ensure organizational changes are "in sync" with organizational objectives.	3.05
A30. Design, develop, select, and use assessment tools (employment surveys, performance measurement).	3.05
A31. Design, develop, select, and use measurement tools (employment surveys, performance measurement).	3.03

CATEGORY B. Educate, Train, and Develop Staff

B1. Determine current and future job needs.	3.13
B2. Define needs (measure/define current state, describe desired state, measure gap).	2.99
B3. Analyze the gap and determine recommendations.	3.01
B4. Recommend (present, sell, influence) training interventions.	2.92
B5. Develop training plans (annual recertification, etc).	2.61
B6. Prepare long term plans (3 - 5 yr. development plan).	2.70
B7. Research and match training and development needs of organization with available resources.	2.81
B8. Determine method and mode of delivery.	2.64
B9. Consult, collaborate, and negotiate with suppliers of training products and services.	2.22
B10. Develop training contracts with suppliers.	2.11
B11. Design, develop, modify training courses (curriculum).	2.61

COMPETENCIES	MEANS
B12. Coordinate implementation of training.	2.74
B13. Develop/train the trainer.	2.54
B14. Conduct workshops, seminars, small learning groups.	2.95
B15. Encourage employees to take ownership of learning environment.	3.00
B16. Create/develop a "learning organization" for the individual employee.	2.83
B17. Shape employees' attitudes toward lifelong learning (educational assistance).	2.79
B18. Create a culture and attitude towards lifelong learning (educational assistance).	2.82
B19. Demonstrate the value of participating in training (for individuals and organization)	2.89
B20. Provide processes and systems to line managers to assess value gain of training (indicators of value).	2.60
B21. Facilitate a positive training environment (training facility, ergonomic issues).	2.65
B22. Facilitate the evolution of a learning centre.	2.04
B23. Measure retention over time.	2.19
B24. Administer educational assistance programs.	2.08

CATEGORY C. Staff the Organization

C1. Develop policy for recruitment and selection that reflects corporate philosophy.	3.08
C2. Develop a corporate recruitment strategy (how, levels, etc.).	2.98
C3. Monitor environment to anticipate the effect of external changes on the organization (demographics, legislative changes).	2.95
C4. Consult with the 'line' to assess the need for positions (rationalize and assess).	3.02
C5. Establish a current position/person profile.	2.94
C6. Establish a recruitment plan for a position.	2.94
C7. Utilize the recruitment options for a position.	2.79
C8. Train the 'line' to perform selection process.	2.87
C9. Use a range of techniques in defining positions.	2.76
C10. Use a range of techniques in building candidate pools.	2.77
C11. Use a range of techniques in building candidate assessment options.	2.73

COMPETENCIES	MEANS
C12. Use a range of techniques for administering the job offer process.	2.46
C13. Ensure/provide new employees receive appropriate orientation to the organization (environment, benefits, etc.).	3.27
C14. Evaluate techniques used in defining positions, building candidate pools, and candidate assessment options.	2.75
C15. Develop Interview processes/strategies to match the situation.	3.06
C16. Apply different interviewing techniques to accommodate different processes (hiring, disciplinary, etc.).	3.09
C17. Manage out-sourcing contracts (recruitment and individual employment contracts).	2.33
C18. Manage redeployment process (internally and externally).	2.72
C19. Manage outplacement as it relates to downsizing.	2.54
C20. Design employment equity programs.	2.54
C21. Influence educational systems to recognize the need to provide suitable candidates for positions.	2.47
CATEGORY D. Design and Evaluate Jobs	
D1. Ensure job evaluation process matches the organizational philosophy.	3.03
D2. Link organizational participation to job design process (including union participation).	2.71
D3. Link job design to organizational effectiveness.	2.87
D4. Determine methods\options for job evaluation.	2.82
D5. Develop measurement criteria.	2.76
D6. Conduct job analysis for design and job evaluation.	2.79
D7. Design gender neutral systems (classification).	2.65
D8. Determine bench mark positions and link to market value.	2.82
D9. Ensure job design complements the job evaluation system.	2.82
D10. Ensure\develop validation processes that keep job design on track and current.	2.77
D11. Ensure pay equity in job evaluation.	2.78
D12. Ensure job design includes employment equity principles.	2.88

COMPETENCIES	MEANS
D13. Facilitate the analysis of work flow patterns.	2.41
CATEGORY E. FacilitAte Career Development	
E1. Assist the organization in defining career development issues.	2.79
E2. Assist in designing career development programs that are in line with corporate philosophy and which meet organizational needs.	2.73
E3. Help employees understand the direction the organization is "'going in'".	3.04
E4. Identify opportunities for employees to grow from a career development perspective.	2.85
E5. Ensure employee understands own responsibility in career planning process.	3.06
E6. Assist the employee to understand issues that affect career development.	2.89
E7. Integrate managers into career development process.	2.81
E8. Provide career counselling.	2.71
E9. Understand and use assessment tools.	2.53
E10. Design a workforce plan that fits the organization's needs.	2.75
E11. Understand and administer succession processes.	2.62
E12. Manage a skills inventory for succession planning.	2.48
CATEGORY F. Design, Plan, and Co-implement a Performance Management System	
F1. Define the performance management system.	2.84
F2. Determine what is to be accomplished with the performance management system.	2.94
F3. Define the stakeholders in the performance management system.	2.81
F4. Develop a framework for performance management.	2.85
F5. Distinguish between individual performance management process and the framework which it fits.	2.68
F6. Align performance management process with the organizational philosophy.	2.91
F7. Adapt the performance management system to your organization.	2.84

COMPETENCIES	MEANS
F8. Identify key performance indicators for the organization.	2.94
F9. Identify key performance indicators for individuals.	2.94
F10. Identify standards for individual performance indicators.	2.90
F11. Identify key performance indicators for teams.	2.72
F12. Identify standards for team performance indicators.	2.67
F13. Design employee team-driven performance management systems.	2.39
F14. Design a self-assessment component.	2.45
F15. Tie in philosophy of continuous improvement to value.	2.79
F16. Create a sense of ownership of the performance management system.	2.84
F17. Handle implementation issues.	2.70
F18. Encourage employees to look at whole organization.	3.00
F19. Create sense of ownership to the mission.	2.97
F20. Link organizational objectives to key performance indicators.	2.98
F21. Link performance management to all planning (strategic, individual, career, training).	2.99
F22. Link performance management to individual's career development.	2.76
F23. Link performance management to compensation system.	2.90
F24. Link performance management system to needs of customer (internal and external).	2.83
F25. Link performance management to organizational financial situation.	2.53
F26. Establish systematic planning process for performance management, evaluation, and reinforcement.	2.75
F27. Train managers to do performance management (i.e. performance appraisal).	2.98
F28. Evaluate employees' performances based on the performance management system and performance indicators.	2.88
F29. Determine the customer's evaluation of service (performance).	2.76
F30. Support line managers in providing on-going feedback to employees.	3.08
F31. Manage the corrective process within the performance management system.	2.90

COMPETENCIES	MEANS
F32. Link individual's performance to organization's performance.	2.75
F33. Continually monitor the performance management system to add value to all positions.	2.71
F34. Link training and development with performance and compensation (buy-in for managers).	2.92

CATEGORY G. Design Processes to Facilitate Positive Employee Relations (Union and Non-Union)

G1. Ensure employee relations is a high priority in the organization.	3.29
G2. Influence and reflect senior management philosophy and mission within the organizational culture.	3.24
G3. Reflect the code of ethics of the organization.	3.35
G4. Interpret and administer corporate policy.	3.25
G5. Interpret and administer corporate practice (guidelines).	3.21
G6. Anticipate, interpret, and implement legislation (labour laws, human rights, etc.)	3.23
G7. Develop employee relations policies that meet today's/tomorrow's needs.	3.06
G8. Foster a positive employee relations philosophy/environment.	3.31
G9. Help assimilate employee relations into organization.	3.03
G10. Act as a change agent (eg. employee relations advisor).	3.24
G11. Maintain balance and consistency between/among work units.	2.81
G12. Explore options, consequences, and advice to assist managers in making the best decision for the individual and the organization.'	3.16
G13. Counsel, intervene, and refer employees at various levels.	2.91
G14. Use mediation to resolve conflicts.	2.79
G15. Facilitate conflict resolution.	3.06
G16. Assist managers and employees with complaint resolution.	3.05
G17. Assist employees to manage transitions that have significant impact on individuals.	3.06

COMPETENCIES	MEANS
G18. Facilitate access to occupational health and safety, wellness, and Employee Assistance Programs (E.A.P.).	2.77
G19. Facilitate referrals to occupational health and safety, wellness, and E.A.P.	2.62
G20. Train field people in employee relations.	2.53
CATEGORY H. Design Processes to Facilitate Positive Union Relations	
H1. Foster a harmonious relationship with unions.	2.77
H2. Use a proactive collaborative approach to problem solving with unions.	2.74
H3. Prepare, strategize, and participate in collective bargaining process.	2.40
H4. Link negotiations to company strategic plans and workforce plans.	2.40
H5. Interpret and administer collective agreements.	2.82
H6. Assist managers with grievance resolution.	2.64
H7. Administer grievance procedures.	2.42
H8. Conduct research on grievance issues.	2.47
H9. Prepare for grievance and arbitration.	2.35
H10. Represent management at arbitration hearings.	2.12
H11. Present management's position in arbitration.	2.04
H12. Bring union into out-sourcing (contracting out decisions).	1.96
CATEGORY I. Promote and Maintain the Wellbeing of Employees	
I1. Design and develop E.A.P. programs.	2.20
I2. Promote a healthy workplace (ergonomics, workplace environmental issues, air quality, lighting).	2.79
I3. Promote a balanced lifestyle.	2.68
I4. Promote wellness objectives and provide necessary training in stress, recreation, balancing work and family, pre retirement.	2.57
I5. Promote congruence between job design, employee well-being, and organizational needs (job rotation).	2.69
I6. Promote quality of work life.	2.86

COMPETENCIES	MEANS
I7. Promote the well-being of employees through effective benefit design.	2.45
I8. Ensure compliance with occupational health and safety regulations.	2.52
CATEGORY J. Develop and Utilize Total Compensation	
J1. Provide assistance in identifying parameters of total compensation package to meet organizational needs.	2.63
J2. Design compensation strategy to meet organization's philosophy.	2.54
J3. Design/develop compensation strategy to meet organization's needs.	2.53
J4. Identify alternative elements of compensation (direct pay, variable pay).	2.36
J5. Develop/determine compensation mix (basic pay, variable pay).	2.35
J6. Develop/determine benefits package.	2.32
J7. Tie compensation to job evaluation and performance management system.	2.73
J8. Test external equity by conducting salary and benefit surveys.	2.58
J9. Cost out planned compensation benefit programs to ensure financial feasibility.	2.35
J10. Provide training support for managers implementing compensation program.	2.34
J11. Communicate with employees about compensation and benefit programs through a variety of channels.	2.77
J12. Conduct/monitor on-going evaluation to ensure continued effectiveness.	2.47
J13. Ensure compensation is within organizational policy, collective agreement, and legislation.	2.70
CATEGORY K. Develop and Utilize Human Resource Information Systems	
K1. Plan for HRM information needs.	2.84
K2. Predict information needs of organization.	2.67
K3. Project information needs of organization.	2.58

COMPETENCIES	MEANS
K4. Incorporate HRM components into the strategic plan of the organization.	2.81
K5. Identify types and sources of information needed.	2.73
K6. Identify support systems for the HRM information system.	2.54
K7. Identify users of information systems and their needs.	2.67
K8. Identify levels of information systems.	2.40
K9. Identify information system objectives.	2.55
K10. Design information systems.	2.20
K11. Ensure appropriate confidentiality of information systems.	2.68
K12. Integrate a strong customer component into HRM information systems.	2.48
K13. Identify capabilities and limitations of existing system.	2.52
K14. Ensure cost benefit of system.	2.47
K15. Maintain security of information systems.	2.67
K16. Conduct gap analysis process regarding information needs.	2.33
K17. Determine sophistication of user needs.	2.23
K18. Determine the cause/effect relationships within the system when changing a component of the system.	2.36
K19. Ensure compatible computer language between disciplines/departments.	2.27
K20. Integrate information systems.	2.28
K21. Identify interfaces and interface information system with other systems.	2.29
K22. Link the information system with the decision making process.	2.50
K23. Maintain succinctness in formatting data.	2.12
K24. Train/inform users to ensure full utilisation of HRM information system.	2.37
K25. Tie the HR information system with the payroll function.	2.35
K26. Gather employment and other relevant work statistics on individuals in the organization.	2.62
K27. Store employment and other relevant work statistics on, individuals in the organization.	2.62
K28. Process information systems in a manner that provides useful data.	2.69
K29. Maximize/apply new technologies.	2.57

COMPETENCIES	MEANS
K30. Establish review systems.	2.39
K31. Keep system current and relevant.	2.67
K32. Conduct on-going review of system (post-implementation review).	2.48

APPENDIX C

MEAN VALUES BY SEQUENTIAL IMPORTANCE

APPENDIX C

Mean Values by Sequential Importance

COMPETENCIES	MEANS
A10. Coach and counsel with line management.	3.53
G3. Reflect the code of ethics of the organization.	3.35
G8. Foster a positive employee relations philosophy/environment.	3.31
A12. Assist line managers in developing the skills to use of HRM tools and processes.	3.30
G1. Ensure employee relations is a high priority in the organization.	3.29
C13. Ensure/provide new employees receive appropriate orientation to the organization (environment, benefits, etc.).	3.27
A13. Determine HRM needs for all levels of employees and provide appropriate service.	3.27
G4. Interpret and administer corporate policy.	3.25
G10. Act as a change agent (eg. employee relations advisor).	3.24
G2. Influence and reflect senior management philosophy and mission within the organizational culture.	3.24
A5. Consult with 'line' to establish baseline of organizational effectiveness.	3.24
A3. Recognize formal and informal cultural norms, values, and beliefs that exist in the organization.	3.24
G6. Anticipate, interpret, and implement legislation (labour laws, human rights, etc.)	3.23
A21. Provide senior executives with organizational solutions, not problems	3.23
A6. Contribute to the establishment of organizational objectives.	3.22
G5. Interpret and administer corporate practice (guidelines).	3.21
A25. Influence and effect organizational change.	3.20
A23. Support the creation and development of a learning organization.	3.20
A11. Assist in the identification of the tools and processes that are appropriate for line managers.	3.18

COMPETENCIES	MEANS
A26. Establish and develop support systems to help 'line' prepare for and react to change.	3.17
G12. Explore options, consequences, and advice to assist managers in making the best decision for the individual and the organization.'	3.16
A19. Be aware and help the organization adapt to external (societal) influences and changing value systems.	3.15
A27. Manage process of adapting to change.	3.15
A4. Facilitate the implementation of cultural norms, values, and beliefs desired by the organization.	3.14
A8. Measure the gap between client determined service and service actually given.	3.13
B1. Determine current and future job needs.	3.13
C16. Apply different interviewing techniques to accommodate different processes (hiring, disciplinary, etc.).	3.09
C1. Develop policy for recruitment and selection that reflects corporate philosophy.	3.08
F30. Support line managers in providing on-going feedback to employees.	3.08
G7. Develop employee relations policies that meet today's/tomorrow's needs.	3.06
C15. Develop Interview processes/strategies to match the situation.	3.06
G15. Facilitate conflict resolution.	3.06
A24. Analyze and assess the need for organizational change.	3.06
E5. Ensure employee understands own responsibility in career planning process.	3.06
G17. Assist employees to manage transitions that have significant impact on individuals.	3.06
A30. Design, develop, select, and use assessment tools (employment surveys, performance measurement).	3.05
G16. Assist managers and employees with complaint resolution.	3.05
A29. Ensure organizational changes are "in sync" with organizational objectives.	3.05
A28. Help organization adjust resources to ensure it is meeting organizational change.	3.04

COMPETENCIES	MEANS
E3. Help employees understand the direction the organization is "'going in'".	3.04
D1. Ensure job evaluation process matches the organizational philosophy.	3.03
A31. Design, develop, select, and use measurement tools (employment surveys, performance measurement).	3.03
G9. Help assimilate employee relations into organization.	3.03
C4. Consult with the 'line' to assess the need for positions (rationalize and assess).	3.02
A7. Influence organizational performance to improve position in tomorrow's marketplace.	3.02
A1. Assist in effective organizational policy development.	3.02
B3. Analyze the gap and determine recommendations.	3.01
F18. Encourage employees to look at whole organization.	3.00
B15. Encourage employees to take ownership of learning environment.	3.00
A2. Help organization to define its cultural norms, values, beliefs, and mission.	3.00
B2. Define needs (measure/define current state, describe desired state, measure gap).	2.99
F21. Link performance management to all planning (strategic, individual, career, training).	2.99
C2. Develop a corporate recruitment strategy (how, levels, etc.).	2.98
F27. Train managers to do performance management (i.e. performance appraisal).	2.98
F20. Link organizational objectives to key performance indicators.	2.98
F19. Create sense of ownership to the mission.	2.97
A18. Make recommendations for approval and endorsement of interventions.	2.95
C3. Monitor environment to anticipate the effect of external changes on the organization (demographics, legislative changes).	2.95
A9. Provide linkages between and among organizational units.	2.95
B14. Conduct workshops, seminars, small learning groups.	2.95
F8. Identify key performance indicators for the organization.	2.94
F9. Identify key performance indicators for individuals.	2.94
C6. Establish a recruitment plan for a position.	2.94

COMPETENCIES	MEANS
C5. Establish a current position/person profile.	2.94
A17. Determine intervention action that needs to be put forward (how, when).	2.94
F2. Determine what is to be accomplished with the performance management system.	2.94
F34. Link training and development with performance and compensation (buy-in for managers).	2.92
B4. Recommend (present, sell, influence) training interventions.	2.92
F6. Align performance management process with the organizational philosophy.	2.91
G13. Counsel, intervene, and refer employees at various levels.	2.91
F23. Link performance management to compensation system.	2.90
F10. Identify standards for individual performance indicators.	2.90
F31. Manage the corrective process within the performance management system.	2.90
B19. Demonstrate the value of participating in training (for individuals and organization)	2.89
A16. Assess when and if intervention is required and at what level of the organization.	2.89
E6. Assist the employee to understand issues that affect career development.	2.89
D12. Ensure job design includes employment equity principles.	2.88
F28. Evaluate employees' performances based on the performance management system and performance indicators.	2.88
C8. Train the 'line' to perform selection process.	2.87
D3. Link job design to organizational effectiveness.	2.87
I6. Promote quality of work life.	2.86
F4. Develop a framework for performance management.	2.85
E4. Identify opportunities for employees to grow from a career development perspective.	2.85
F7. Adapt the performance management system to your organization.	2.84
F1. Define the performance management system.	2.84
F16. Create a sense of ownership of the performance management system.	2.84

COMPETENCIES	MEANS
K1. Plan for HRM information needs.	2.84
F24. Link performance management system to needs of customer (internal and external).	2.83
B16. Create/develop a "learning organization" for the individual employee.	2.83
H5. Interpret and administer collective agreements.	2.82
D8. Determine bench mark positions and link to market value.	2.82
D9. Ensure job design complements the job evaluation system.	2.82
D4. Determine methods\options for job evaluation.	2.82
B18. Create a culture and attitude towards lifelong learning (educational assistance).	2.82
K4. Incorporate HRM components into the strategic plan of the organization.	2.81
F3. Define the stakeholders in the performance management system.	2.81
E7. Integrate managers into career development process.	2.81
B7. Research and match training and development needs of organization with available resources.	2.81
G11. Maintain balance and consistency between/among work units.	2.81
G14. Use mediation to resolve conflicts.	2.79
C7. Utilize the recruitment options for a position.	2.79
F15. Tie in philosophy of continuous improvement to value.	2.79
B17. Shape employees' attitudes toward lifelong learning (educational assistance).	2.79
D6. Conduct job analysis for design and job evaluation.	2.79
E1. Assist the organization in defining career development issues.	2.79
I2. Promote a healthy workplace (ergonomics, workplace	2.79
D11. Ensure pay equity in job evaluation.	2.78
H1. Foster a harmonious relationship with unions.	2.77
J11. Communicate with employees about compensation and benefit programs through a variety of channels.	2.77
D10. Ensure\develop validation processes that keep job design on track and current.	2.77
G18. Facilitate access to occupational health and safety, wellness, and Employee Assistance Programs (E.A.P.).	2.77
C10. Use a range of techniques in building candidate pools.	2.77

COMPETENCIES	MEANS
F29.Determine the customer's evaluation of service (performance).	2.76
D5. Develop measurement criteria.	2.76
F22.Link performance management to individual's career development.	2.76
C9. Use a range of techniques in defining positions.	2.76
F26.Establish systematic planning process for performance management, evaluation, and reinforcement.	2.75
E10.Design a workforce plan that fits the organization's needs.	2.75
F32.Link individual's performance to organization's performance.	2.75
C14.Evaluate techniques used in defining positions, building candidate pools, and candidate assessment options.	2.75
H2. Use a proactive collaborative approach to problem solving with unions.	2.74
B12.Coordinate implementation of training.	2.74
J7. Tie compensation to job evaluation and performance management system.	2.73
K5. Identify types and sources of information needed.	2.73
C11.Use a range of techniques in building candidate assessment options.	2.73
F11.Identify key performance indicators for teams.	2.72
C18.Manage redeployment process (internally and externally).	2.72
A14.Define role and philosophy of intervention.	2.72
D2. Link organizational participation to job design process (including union participation).	2.71
F33.Continually monitor the performance management system to add value to all positions.	2.71
E8. Provide career counselling.	2.71
J13.Ensure compensation is within organizational policy, collective agreement, and legislation.	2.70
F17.Handle implementation issues.	2.70
B6. Prepare long term plans (3 - 5 yr. development plan).	2.70
K28.Process information systems in a manner that provides useful data.	2.69
I5. Promote congruence between job design, employee well-being, and organizational needs (job rotation).	2.69

COMPETENCIES	MEANS
K11. Ensure appropriate confidentiality of information systems.	2.68
F5. Distinguish between individual performance management process and the framework which it fits.	2.68
I3. Promote a balanced lifestyle.	2.68
K15. Maintain security of information systems.	2.67
F12. Identify standards for team performance indicators.	2.67
K31. Keep system current and relevant.	2.67
K7. Identify users of information systems and their needs.	2.67
K2. Predict information needs of organization.	2.67
A15. Gather data important to an organizational intervention.	2.67
D7. Design gender neutral systems (classification).	2.65
B21. Facilitate a positive training environment (training facility, ergonomic issues).	2.65
H6. Assist managers with grievance resolution.	2.64
B8. Determine method and mode of delivery.	2.64
J1. Provide assistance in identifying parameters of total compensation package to meet organizational needs.	2.63
A20. Adapt to and manage the out sourcing of a variety of functions.	2.63
K27. Store employment and other relevant work statistics on, individuals in the organization.	2.62
K26. Gather employment and other relevant work statistics on individuals in the organization.	2.62
E11. Understand and administer succession processes.	2.62
G19. Facilitate referrals to occupational health and safety, wellness, and E.A.P.	2.62
B5. Develop training plans (annual recertification, etc).	2.61
B11. Design, develop, modify training courses (curriculum).	2.61
B20. Provide processes and systems to line managers to assess value gain of training (indicators of value).	2.60
J8. Test external equity by conducting salary and benefit surveys.	2.58
K3. Project information needs of organization.	2.58
K29. Maximize/apply new technologies.	2.57
I4. Promote wellness objectives and provide necessary training in stress, recreation, balancing work and family, pre retirement.	2.57

COMPETENCIES	MEANS
K9. Identify information system objectives.	2.55
J2. Design compensation strategy to meet organization's philosophy.	2.54
C20.Design employment equity programs.	2.54
A22.Administer employee recognition programs.	2.54
C19.Manage outplacement as it relates to downsizing.	2.54
B13.Develop/train the trainer.	2.54
K6. Identify support systems for the HRM information system.	2.54
J3. Design/develop compensation strategy to meet organization's needs.	2.53
F25.Link performance management to organizational financial situation.	2.53
E9. Understand and use assessment tools.	2.53
G20.Train field people in employee relations.	2.53
I8. Ensure compliance with occupational health and safety regulations.	2.52
K13.Identify capabilities and limitations of existing system.	2.52
K22.Link the information system with the decision making process.	2.50
K32.Conduct on-going review of system (post-implementation review).	2.48
K12.Integrate a strong customer component into HRM information systems.	2.48
E12.Manage a skills inventory for succession planning.	2.48
H8. Conduct research on grievance issues.	2.47
J12.Conduct/monitor on-going evaluation to ensure continued effectiveness.	2.47
C21.Influence educational systems to recognize the need to provide suitable candidates for positions.	2.47
K14.Ensure cost benefit of system.	2.47
C12.Use a range of techniques for administering the job offer process.	2.46
I7. Promote the well-being of employees through effective benefit design.	2.45
F14.Design a self-assessment component.	2.45
H7. Administer grievance procedures.	2.42
D13.Facilitate the analysis of work flow patterns.	2.41
K8. Identify levels of information systems.	2.40

COMPETENCIES	MEANS
H3. Prepare, strategize, and participate in collective bargaining process.	2.40
H4. Link negotiations to company strategic plans and workforce plans.	2.40
F13.Design employee team-driven performance management systems.	2.39
K30.Establish review systems.	2.39
K24.Train/inform users to ensure full utilisation of HRM information system.	2.37
J4. Identify alternative elements of compensation (direct pay, variable pay).	2.36
K18.Determine the cause/effect relationships within the system when changing a component of the system.	2.36
J9. Cost out planned compensation benefit programs to ensure financial feasibility.	2.35
K25.Tie the HR information system with the payroll function.	2.35
J5. Develop/determine compensation mix (basic pay, variable pay).	2.35
H9. Prepare for grievance and arbitration.	2.35
J10.Provide training support for managers implementing compensation program.	2.34
C17.Manage out-sourcing contracts (recruitment and individual employment contracts).	2.33
K16.Conduct gap analysis process regarding information needs.	2.33
J6. Develop/determine benefits package.	2.32
K21.Identify interfaces and interface information system with other systems.	2.29
K20.Integrate information systems.	2.28
K19.Ensure compatible computer language between disciplines/departments.	2.27
K17.Determine sophistication of user needs.	2.23
B9. Consult, collaborate, and negotiate with suppliers of training products and services.	2.22
I1. Design and develop E.A.P. programs.	2.20
K10.Design information systems.	2.20
B23.Measure retention over time.	2.19
H10.Represent management at arbitration hearings.	2.12
K23.Maintain succinctness in formatting data.	2.12

COMPETENCIES	MEANS
B10.Develop training contracts with suppliers.	2.11
B24.Administer educational assistance programs.	2.08
H11.Present management's position in arbitration.	2.04
B22.Facilitate the evolution of a learning centre.	2.04
H12.Bring union into out-sourcing (contracting out decisions).	1.96

APPENDIX D

CATEGORIES, THEIR MEANS AND NUMBER OF COMPETENCIES

APPENDIX D
Categories, Their means and Number of Competencies

Categories		Means	Number of Competencies
A.	Facilitate the Development of an Effective Organization.	3.06	31
B.	Educate, Train, and Develop Staff.	2.66	24
C.	Staff the Organization.	2.81	21
D.	Design and Evaluate Jobs.	2.78	13
E.	Facilitate Career Development.	2.77	12
F.	Design, Plan and Co-Implement a Performance Management System.	2.82	34
G.	Design Processes to Facilitate Positive Employee Relations (Union and Non-Union).	3.05	20
H.	Design Processes to Facilitate Positive Union Relations.	2.43	12
I.	Promote and Maintain the Well-being of Employees.	2.60	8
J.	Develop and Utilize Total Compensation.	2.51	13
K.	Develop and Utilize Human Resource Information Systems	2.50	32

APPENDIX E

CURRICULUM VITAE

GARY D. IRELAND

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Edmonton, Alberta, T6J 5G2.

Work: (403) 472-5339
Residence: 436-0610

EXPERTISE /SKILLS:

Human Resource Development:

- Needs Assessment
- Program Design
- Program Delivery
- Program Evaluation
- Organizational Development
- Media Management
- Performance Management
- Career Development
- Distance Learning
- Special Interest Group Issues
- Conference Management
- Career Transition

Human Resource Management:

- Recruitment and Selection
- Classification Standards Development
- Classification Maintenance
- Pay Research and Benefits Administration
- Grievance and Contract Administration
- Human Resource Planning
- Occupational Health and Safety

Management Consulting :

- Team Building
- Organizational Visioning
- Strategic Planning
- Organizational Change and Transition Management
- Human Resource Development Planning
- Human Resource Planning

EDUCATION:

1990 - 1994	**University of Alberta** M. Ed. in Adult and Higher Education
1988 - 1989	**University of Alberta** Post-Graduate Diploma in Adult Education
1968 - 1971	**Carleton University** Bachelor of Arts

EMPLOYMENT HISTORY:

1992 - Present **Director, Education Services, Alberta Hospital Edmonton**

- Managed employee education and development, nurse education, organizational development, performance management, career resource centre, audio-visual services and the staff and patient libraries for 1,110 employees.
- Managed an operational budget of $330,000.
- Designed and implemented hospital-wide 'just-in-time' educational programs .
- Designed and implemented the Hospital's educational program evaluation system.
- Designed and facilitated strategic planning sessions for Hospital's Board and Management.
- Managed and coordinated the delivery of major health professionals conferences.
- Facilitated the design and managed the Hospital's Continuous Quality Improvement educational program.
- Managed the Hospital's distance learning program.
- Managed the Hospital's career transition program for out-placed employees.

Instructor, University of Alberta

- Evening instructor for the Human Resource Development Program, Department of Extension.

1976 - 1992 **Human Resource Consultant/Manager, Government of Alberta**

- Managed the human resources programs for three departments providing classification, recruitment, occupational health and safety , and labour relations services through 11 staff professionals to 1,200 employees.
- Managed an operating budget of $650,000.
- Consulted on developing and communicating the change/transition strategy for a major organizational restructuring and amalgamation.
- Managed and conducted the staff development function for 4 years in two of the departments.